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ABSTRACT

The document presents the student learning objectives, developed during 1980-81 by curriculum specialists and classroom teachers, which will form the goal-based Washington Small Schools curricula for physical education (grades K-12) and social studies (grades 4-12). Introductory materials describe the process of compiling and organizing Small Schools materials, relationship to Washington's Student Learning Objectives (SLO) Law, format of the curriculum guides, definitions of format terms, Goals for the Washington Common Schools, and physical education and social studies program goals. For each specific area in the scope of each curriculum, three types of learning objectives identify something that is to be known by the student, something the student is able to do, and a type of value held by the student which supports the major aims of the discipline. Broad areas in the physical education curriculum for which learning objectives are detailed include movement skills, rhythmic skills, low organized games, team sports, New Games and cooperative games, individual/dual sports and physical fitness. Social studies objectives delineate aspects of the Pacific Northwest and other regions, our country, world cultures, world history, U.S. history and government, contemporary world problems, psychology, sociology and economics. (NEC)

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SMALL SCHOOLS
STUDENT LEARNING OBJECTIVES

K-12 PHYSICAL EDUCATION

4-12 SOCIAL STUDIES

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Dr. Frank B. Brouillet, State Superintendent of Public Instruction, Tumwater, WA 98504

SMALL SCHOOLS

STUDENT LEARNING OBJECTIVES

Grades K - 12

PHYSICAL EDUCATION

Grades 4 - 12

SOCIAL STUDIES

MAY 1981

This is a publication of the Instructional and Professional Services Division of the State Superintendent of Public Instruction, Olympia, Washington.

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INTRODUCTION

The Small Schools Project Objectives for Social Studies and Physical Education were developed during the 1980-81 school year through the cooperative efforts of three levels of educational organization; six King and Pierce County school districts, Educational Service District 189 and the State Office of Public Instruction. Funds were provided through Title IV C with ESD providing in-kind services.

Process Procedure. ESD 189 personnel and selected curriculum specialists first identified objectives in two disciplines, Physical Education and Social Studies to serve as a basis for a goal based curriculum in the two disciplines. A cadre of teachers from the six consortium schools (Carbonado, Eatonville, Lower Snoqualmie, Orting, Steilacoom Historical, and White River) then proceeded to use the objectives list as a base for curriculum development. The objectives listed in this document represent the final product of the curriculum specialists and classroom teachers. The third phase will involve the classroom teachers writing activities to accompany the objectives. This curriculum will be published in separate curriculum guides.

ORGANIZATION OF BOOK

As you will notice, this book is color coded with objectives for each subject listed on a different color of paper; Social Studies - buff, Physical Education - orange. All objectives are listed on pages with a format designed to facilitate personalization of the objectives to meet local district program needs. Within each colored section of the book, preceding the listing of objectives, are two important pages. One page identifies the K-12 program goals for that subject; and the other page identifies the scope of the subject and also serves as a table of contents for the listing of objectives.

The white sheets at the front of this book contain not only a brief introduction, but also a general table of contents, a listing of State Goals for Washington Common Schools, an explanation of the format and the definition of terms used on the objective format pages.

RELATIONSHIP TO THE SLO LAW

The purpose of this book and all other Small Schools materials is to assist teachers with the improvement of curriculum and instruction. In addition, it is expected that many smaller districts lacking curriculum personnel will find this book helpful in complying with the SLO Law. (This law requires districts to identify student learning objectives grades nine through twelve in the area of language arts, reading and mathematics and initiate implementation of such a program on or before September 1, 1981. School districts are required by 1986 to have developed student learning objectives for all other courses of study. The timeline developed by SPI (physical education and social studies only) must be implemented by the fall of 1983.)*

Contained within this book are many more objectives than any district would choose to identify as their SLO objectives.

The approach of the Small Schools Project Consortium was first to develop a curriculum, K-12 Physical Education and 4-12 in Social Studies using a goal base model. Thus, the objectives contained in this book, although they may be helpful in meeting the intent of the law, were really designed as instructional objectives and not specifically for the SLO Law. The consortium also made a decision to develop a taxonomy of objectives for each discipline and deliberately chose not to develop objectives from the taxonomy to build their specific courses in the discipline.

*See "Guide to the Student Learning Objectives Law," RCW 28A.58.090 SPI, Olympia, Washington 98504.

8

TABLE OF CONTENTS

Page

I. State Goals for Washington Common Schools viii

II. Format

A. Explanation of Small Schools Format ix
B. Definition of Format Terms xi

III. Physical Education K-12

A. Program Goals 1
B. Scope and Table of Contents 2-6
C. Objectives 7-137

IV. Social Studies 4-12

A. Program Goals 139
B. Scope and Table of Contents 141-142
C. Objectives 143-182

GOALS FOR THE WASHINGTON COMMON SCHOOLS

1. As a result of the process of education, all students should have the basic skills and knowledge necessary to seek information, to present ideas, to listen to and interact with others, and to use judgement and imagination in perceiving and resolving problems.

2. As a result of the process of education, all students should understand the elements of their physical and emotional well-being.

3. As a result of the process of education, all students should know the basic principles of the American democratic heritage.

4. As a result of the process of education, all students should appreciate the wonders of the natural world, human achievements and failures, dreams and capabilities.

5. As a result of the process of education, all students should clarify their basic values and develop a commitment to act upon these values within the framework of their rights and responsibilities as participants in the democratic process.

6. As a result of the process of education, all students should interact with people of different cultures, races, generations, and life styles with significant rapport.

7. As a result of the process of education, all students should participate in social, political, economic, and family activities with the confidence that their actions make a difference.

8. As a result of the process of education, all students should be prepared for their next career steps.

9. As a result of the process of education, all students should use leisure time in positive and satisfying ways.

10. As a result of the process of education, all students should be committed to life-long learning and personal growth.

FORMAT

One unique feature of the Small Schools Curriculum is the format or arrangement of information on the page. The format was developed in order to assist districts in personalizing the curriculum to meet their own educational program needs.

The format pages contained within this book list the sequence of student learning objectives in the specific curriculum areas of physical education and social studies. On each page broad grade placements have been recommended indicating where the objectives should be taught, i.e. K-3, 4-6, 7-8, and 9-12. Grade recommendations are made with the understanding that they apply to most students and that there will always be some students who require either a longer or shorter time than recommended to master the knowledges, skills and values indicated by the objectives.

Columns at the right of the page have been provided so district personnel can indicate the grade placement of objectives to coincide with the local district curriculum. The columns may also be used to indicate where an objective is introduced (I), practiced (P), reinforced (R), or mastered (M) within a district curriculum. An objective may be deleted by striking it from the list or another objective may be added by writing it directly on the sequenced objective page.

SMALL SCHOOLS PROJECT

SUBJECT: World Cultures

SPECIFIC AREA: Historical Perspectives

	Page	Suggested Grade Placement	District Placement			
		6	4	5	6	7
The student knows:						
. a society's physical and social environment provides a framework for its history.						X
. perceptions of historical events are influenced by the experiences and cultures of the observer.						X
~~. traditions rooted in important institutions become strengthened where such institutions reinforce each other over long periods of time.~~						
The student is able to:						
. recognizes sequence and chronology in time-lines.						X
. make simple time lines.						X
. generalize about human behavior through time.						X
The student values:						
. historical information.						X

11

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DEFINITION OF FORMAT TERMS

Subject indicates a broad course of study. The subject classifies the learning into one of the general areas of the curriculum, i.e., reading, mathematics, social studies.

Specific Area indicates a particular learning category contained within the subject. Within the subject of reading there exist several specific areas, i.e., comprehension, study skills, work attack skills.

State Goal indicates a broad term policy statement relating to the education of all students within the State of Washington. In 1972, the State Board of Education adopted 10 State Goals for the Washington Common Schools.

District Goal generally reflects the expectations of the community regarding the kinds of learning that should result from school experience. These goals are employed mainly to inform the citizenry of the broad aims of the school. When district goals are correlated to student learning objectives, community members are able to see how their expectations for schools are translated daily into the teaching/learning process of the classroom.

Program Goals are K-12 goals which do not specify grade placement. These goals provide the basis for generating subgoals or objectives for courses or units of study within a subject area. Program goals are used as a basis for defining the outcome of an entire area of instruction as mathematics, language arts or social studies.

Student Learning Objectives

The three major types of learning objectives which have been identified are knowledge, process and value objectives.

> Knowledge Student Learning Objectives identify something that is to be known and begins with the words, "The student knows..." Knowledge objectives specify the knowledge a student is expected to learn. These objectives include categories of learning such as specific facts, principals and laws, simple generalizations, similarities and differences, etc.
>
> An example of a Knowledge Student Learning Objective is "The student knows guide words in a dictionary indicate the first and last words on the page."

Process Student Learning Objectives identify something the student is able to do and begins with the words, "The student is able to..." These objectives are associated with the rational thinking processes of communication, inquiry, problem solving, production service and human relationships.

An example of a Process Student Learning Objective is: "The student is able to associate a consonant sound with the letter name."

Value Student Learning Objectives identify only the type of values which foster the context of the discipline. These objectives are thought to be most uniformly and consistently approved by society as supporting the major aims of the discipline.

An example of a Value Student Learning Objective is: "The student values reading as a worthwhile leisure time activity.

13

K - 12

PHYSICAL EDUCATION PROGRAM GOALS

1. The student has an appreciation of the need to participate in regular physical activity and to apply desirable health knowledge to maintain fitness for everyday living throughout life.

2. The student develops knowledge and understanding of factors necessary to analyze and perform functional and expressive movement.

3. The student will acquire safety skills, habits, and develop awareness regarding safety for themselves and for others.

4. The student will be stimulated through physical education to seek participation in and derive enjoyment from wholesome recreation during leisure time.

5. The student values the personal qualities of self control, self confidence, good sportsmanship and respect for others that enable him/her to work and play with others for common goals.

6. The student knows rules and is able to apply strategies in a variety of physical education activities and sports.

7. The student is able to exhibit neuromuscular coordination techniques, agility, balance, and flexibility in a variety of physical education activities and sports.

PHYSICAL EDUCATION SCOPE
SCOPE
(K-12)

Page

Grades K-3 BASIC MOVEMENT SKILLS 7-11
  Gymnastic Large Apparatus 8
  Locomotor 8
  Locomotor-Wheeling/Sliding Apparatus 9
  Manipulative Small Apparatus 10
  Non-Locomotor 11

RHYTHMIC SKILLS 12
  Rhythms 12

LOW ORGANIZED GAMES 13
  Circle 13
  Cooperative 13
  Court 13
  Inventing 13
  Relays 13
  Tag 13

Grades 4-6 MOVEMENT SKILLS 14-18
  Gymnastic Large Apparatus 14
  Locomotor 15
  Locomotor-Wheeling/Sliding Apparatus 16
  Manipulative Small Apparatus 17
  Stunts and Tumbling 13

RHYTHMIC SKILLS 19
  Rhythms 19

LOW ORGANIZED GAMES

  Circle 20-21
  Combative 20
  Cooperative 20
  Court 20
  Inventing 20
  Relays 21
  Tag 21

Page

Grades 4-6 SPORT SKILLS 22-28
  Basketball 22
  Football 23
  Hockey 24
  Soccer 25
  Softball 26
  Track and Field 27
  Volleyball 28

PHYSICAL FITNESS 29
  Aerobics 29
  Agility 29
  Evaluation 29
  Flexibility 29
  Muscular Endurance 29
  Power 29
  Speed 29
  Strength 29

Grades 7-8 TEAM SPORTS 30-41
  Basketball 30
  Field Hockey 31
  Flickerball 32
  Football 33
  Frisbee 34
  Gym Hockey 35
  Hocker 36
  Soccer 37
  Softball 38
  Speedball 39
  Team Handball 40
  Volleyball 41

INDIVIDUAL/DUAL SPORTS 42-65
  Aquatics 42
  Archery 43
  Badminton 44
  Bowling 45
  Cross Country Running 46
  Cycling 47
  Deck Tennis 48
  Frisbee 49
  Golf 50
  Gymnastics 51
  Hacky Sack 52
  Handball 53

Page

Grades 7-8 INDIVIDUAL/DUAL SPORTS (continued)

Horseshoe Pitching 54
Pickle Ball 55
Racketball 56
Roller Skating 57
Self Defense 58
Skiing 59
Table Tennis 60
Tennis 61
Track and Field 62
Tumbling 63
Weight Training 64
Wrestling 65

NEW AND COOPERATIVE GAMES 66
New Games 66
Buffing 66
Bug Tug 66
Hunker Hawser 66
Skin the Snake 66
Slaughter 66
Tweezlis - Whop 66

Cooperative Games 66
Collective Blowball 66
Collective Score Towel Ball 66
Scooter Basketball 66
Volley, Volley, - Volleyball 66

RHYTHMS 67-73
Aerobic Dance 67
Fad Dance 68
Folk Dance 69
Rhythmic Gymnastics 70
Modern Dance 71
Social Dance 72
Square Dance 73

PHYSICAL FITNESS 74-82
Active Health 74
Aerobics 75
Agility 76
Evaluation 77
Flexibility 78
Muscular Endurance 79
Power 80
Speed 81
Strength 82

SMALL SCHOOLS PROJECT

Page

Grades 9-12 TEAM SPORTS 83-94
  Basketball 83
  Field Hockey 84
  Flickerball 85
  Football 86
  Frisbee 87
  Gym Hockey 88
  Hocker 89
  Soccer 90
  Softball 91
  Speedball 92
  Team Handball 93
  Volleyball 94

INDIVIDUAL AND DUAL 95-120
  Aquatics 95
  Archery 96
  Badminton 97
  Bowling 98
  Circus Skills 99
  Cross Country Running 100
  Cycling 101
  Deck Tennis 102
  Frisbee 103
  Golf 104
  Gymnastics 105
  Hacky Sack 106
  Handball 107
  Hiking and Outdoor Survival 108
  Horseshoe Pitching 109
  Pickle Ball 110
  Racketball 111
  Roller Skating 112
  Self Defense 113
  Skiing 114
  Table Tennis 115
  Tennis 116
  Track and Field 117
  Tumbling 118
  Weight Training 119
  Wrestling 120

Page

Grades 9-12 NEW AND COOPERATIVE GAMES 121
New Games ....
- Aura 121
- Bone Game 121
- Dho-Dho-Dho 121
- Islands 121
- People Pass 121
- People Pyramids 121

Cooperative Games ....
- Collective Blowball 121
- Collective Score Towel Ball 121
- Scooter Basketball 121
- Volley, Volley, - Volleyball 121

RHYTHMS 122-128
- Aerobic Dance 122
- Fad Dance 123
- Folk Dance 124
- Modern Dance 125
- Rhythmic Gmynastics 126
- Social Dance 127
- Square Dance 128

PHYSICAL FITNESS 129-137
- Active Health 129
- Aerobics 130
- Agility 131
- Evaluation 132
- Flexibility 133
- Muscular Endurance 134
- Power 135
- Speed 136
- Strength 137

SMALL SCHOOLS PROJECT

SUBJECT: Physical Education

SPECIFIC AREA: Basic Movement Skills

	Page	Suggested Grade Placement	District Placement			
Gymnastics - Large Apparatus		K-3	K	1	2	3

The student knows:

- that the following are large pieces of apparatus:
  - climbing ropes
  - climbing frame
  - beam
  - bars
  - vaulting box (Swedish box)
- the safety procedures for each piece of apparatus which includes setting up, using and taking down.

The student is able to:

- mount and dismount safely on beam, bars and vaulting box in a variety of ways.
- move safely over, under, around and through beam, bars, vaulting box.
- support weight or climb and descend the rope safely.

The student values:

- proper and safe use of apparatus.

SUBJECT: Physical Education

SPECIFIC AREA: Basic Movement Skills

	Page	Suggested Grade Placement	District Placement			
Locomotor		K-3	K	1	2	3

The student knows:

- the characteristics of the following skills.

  walk
  run
  hop
  jump
  slide
  skip
  gallop
  leap
  roll

The student is able to:

- walk with body erect.
- run with arms and legs in opposition.
- jump with both feet together.
- hop by beginning and ending on the same foot.
- slide in a sideways pattern with the same foot leading.
- skip with a long step and a short leap with the same foot forward.
- leap transferring from one foot to the other in flight.
- differentiate between these movements.

The student values:

- being able to move in a variety of ways.

SUBJECT: Physical Education

SPECIFIC AREA: Basic Movement Skills

Locomotor-Wheeling and Sliding Apparatus

Page	Suggested Grade Placement	District Placement			
	K-3	K	1	2	3

The student knows:

- that skates, scooters, cycles, skiis, wagon and sleds require balance and coordination.
- that wheeling and sliding apparatus can be safely propelled forward and backwards.

The student is able to:

- propel wheeling and sliding apparatus forward, backward and can stop safely.
- change level, speed and direction under control.
- propel wheeling and sliding apparatus safely among other students.

The student values:

- wheeling and sliding as fun leisure activity.
- the use of wheeling and sliding apparatus as a means of transportation.

SMALL SCHOOLS PROJECT

SUBJECT: Physical Education

SPECIFIC AREA: Basic Movement Skills

Manipulative - Small Apparatus

Page	Suggested Grade Placement	District Placement			
	K-3	K	1	2	3

The student knows:

- variety of manipulative skills e.g. throw, kick, strike, catch, trap, balance, twirling, turning.
- these skills are useful in various games and sports.

The student is able to:

- throw a variety of small apparatus e.g., ball, hoop, beanbag.
- use a variety of throwing techniques, underhand, overhand, and sidearm.
- strike or kick a variety of small apparatus with specific body parts e.g. arm, leg and with other implements e.g. bat and racket.
- catch or trap a variety of small apparatus with various body parts e.g. foot, chest and hand.
- catch or trap a variety of small apparatus with various implements e.g. glove, scoop, can, net.
- twirl a baton, hoop, jump rope, wand.
  turn a jump rope, baton, club.
- control an object between catching and throwing.

The student values:

SMALL SCHOOLS PROJECT

SUBJECT: Physical Education

SPECIFIC AREA: Basic Movement Skills

Non - Locomotor

Page	Suggested Grade Placement	District Placement			
		K	1	2	3
	K-3				

The student knows:

the characteristics of the following non-locomotor skills:

- bending - stretching
- swinging - swaying
- push - pull
- twisting - turning

The student is able to:

- bend by flexing and contracting one or more parts of the body.
- stretch by extending and expanding one or more parts.
- swing or sway with pendular movements with particular parts of the body. (swinging movements include trunk, head, arms, legs, in varying techniques.)
- push by shoving away from the body.
- pull by drawing toward body.
- twist with a rotation of the body or part of the body while maintaining a stable base of support.
- turn with a particular or total rotation of the body while shifting the base of support.
- move in a variety of ways.

The student values:

SMALL SCHOOLS PROJECT

SUBJECT: Physical Education

SPECIFIC AREA: Rhythmic Skills

	Page	Suggested Grade Placement	District Placement			
Rhythm		K-3	K	1	2	3

The student knows:

- that rhythms consist of creative, square, and folk dances.
- that rhythms may include the use of sticks, wands, balls, ropes, and other small instruments.
- that a variety of movements can be done in rhythm.
- that time, force, space and flow are elements of movements.

The student is able to:

- perform locomotor skills to music.
- perform movements in response to teacher directed music, e.g. light, heavy.
- perform interpretative movements both animate and inanimate.
- demonstrate that time, force, space and flow are elements of movements.

The student values:

- the role of rhythm in movement.
- that rhythms can enhance social development.

SMALL SCHOOLS PROJECT

SUBJECT: Physical Education

SPECIFIC AREA: Low Organized Games

	Page	Suggested Grade Placement	District Placement			
		K-3	K	1	2	3
The student knows: • what constitutes good sportsmanship. • the rules, strategies and safety of a variety of low organized games.						
The student is able to: • successfully participate in court games: e.g. 4-square hopscotch tetherball handball jacks • successfully participate in all - active relays: e.g. hoop pass rock, bridge, tree over and under jump the stick around and through • successfully participate in tag circles: e.g. flag tag hip tunnel tag gluteus maximus blob tennis shoe tag • successfully participate in cooperative games: e.g. collective balloon hoop musical hoops mat carry parachute • successfully participate in inventing games.						
The student values: • the joy of games, the fun of participating and skills learned that allow them to participate. • good sportsmanship.						

SUBJECT: Physical Education

SPECIFIC AREA: Basic Movement Skills

	Page	Suggested Grade Placement	District Placement			
Gymnastic - Large Apparatus		4-6	4	5	6	7

The student knows:

- that the following are large pieces of apparatus:
  - climbing ropes
  - beam
  - bar
  - vaulting box (Swedish box)
- the safety procedures for each piece of apparatus which includes setting up, using and taking down.
- that skills and stunts can be combined to form routines.

The student is able to:

- mount and dismount safely on beam, bars and vaulting box in a variety of ways.
- perform stunts and skills safely over, under, around, and through beams; bars, and vaulting box.
- use specific hand, feet and leg techniques to ascend and descend a rope safely e.g. scissors, grapevine and stirrup.

The student values:

- proper and safe use of apparatus.

SUBJECT: Physical Education

SPECIFIC AREA: Basic Movement Skills

Locomotor

	Page	Suggested Grade Placement	District Placement			
Locomotor		4-6	4	5	6	

The student knows:

walk
run
hop
jump
slide
skip
gallop
leap
roll

The student is able to:

- perform locomotor skills in a variety of directions e.g. walk, run, hop, jump, slide, skip, gallop, leap and roll.
- combine locomotor and non-locomotor skills in a variety of directions.
- combine and differentiate between these movements.

The student values:

- being able to move in a variety of ways.

SMALL SCHOOLS PROJECT

SUBJECT: Physical Education

SPECIFIC AREA: Basic Movement Skills

	Page	Suggested Grade Placement	District Placement			
Locomotor - Wheeling and Sliding Apparatus		4-6	4	5	6	7

The student knows:

- that skates, scooters, cycles, skiis, wagons and sleds require balance and coordination.
- that wheeling and sliding apparatus can be safely propelled forward and backwards.

The student is able to:

- propel wheeling and sliding apparatus forward, backward and can stop safely.
- change level, speed and direction in control.
- propel wheeling and sliding apparatus safely among other students.

The student values:

- wheeling and sliding as fun leisure activity.
- the use of wheeling and sliding apparatus as a means of transportation.

SMALL SCHOOLS PROJECT

SUBJECT: Physical Education

SPECIFIC AREA: Basic Movement Skills

Manipulative (Small Apparatus)

Page	Suggested Grade Placement	District Placement			
	4-6	4	5	6	

The student knows:

- a variety of manipulation skills e.g. throw, kick, strike, catch, trap, balance, twirl and turn.
- which manipulative skills are used in specific games and sports.

- throw with proper technique a variety of small apparatus e.g. ball, hoop, beanbag.
- use the appropriate throwing techniques in various games and sports e.g. underhand, overhand and sidearm.
- kick or pass with proper technique a variety of small apparatus while standing or moving.
- strike or volley with proper technique a variety of small apparatus with appropriate implements e.g. glove, scoop, can, net.
- twirl a hoop, jump rope, wand (with proper technique).
- turn a jump rope, club (with proper technique).
- control an object between the catching and throwing stage.

The student values:

- the application of manipulative skills to specific sports and games.

SUBJECT: Physical Education

SPECIFIC AREA: Basic Movement Skills

Stunts and Tumbling

Page	Suggested Grade Placement	District Placement			
	4-6	4	5	6	7

The student knows:

- a variety of individual stunts.
- a variety of dual stunts.
- a variety of tumbling skills e.g. rolling balancing, flexibility, and springing movements.
- that stunts and skills can be combined to make routine.

The student is able to:

- perform a variety of individual stunts e.g. toe, jump, head sit, knee dip.
- perform a variety of dual stunts e.g. rocker, knee-shoulder balance, angle balance, thigh stand and double cartwheel.
- perform a variety of rolls e.g. front and back straddles, dive, back extension.
- perform balancing skills e.g. tripod, tip-up, headstand, handstands, cartwheels, scales and forearm balance.
- perform a variety of flexibility skills e.g. front and back limbers, walkovers, tinsica, bridges and splits.
- perform a springing movement e.g. roundoffs.
- combine a variety of stunts and skills to form a routine.

the student values:

- body managment.
- physical fitness and how it relates to overall body management.
- how strength relates to movement in this area.

SUBJECT: Physical Education

SPECIFIC AREA: Rhythmic Skills

Rhythms

Page	Suggested Grade Placement	District Placement			
	4-6	4	5	6	7

The student knows:

- that rhythms consist of creative, square, folk and social dances.
- that rhythms may include the use of sticks, wands, bells, ropes, and other small instruments.
- that all movements can be done to rhythm.

The student is able to:

- combine various locomotor and non-locomotor skills to music.
- perform movements in response to teacher directed music. e.g. light, heavy.
- perform interpretative movements incorporating the elements, of time, force, space and flow in response to music.
- perform square, folk, and social dances.

The student values:

- the role of rhythm in movement.
- that rhythms can enhance social development.

SUBJECT: Physical Education

SPECIFIC AREA: Low Organized Games

	Page	Suggested Grade Placement	District Placement			
		4-6	4	5	6	7

The student knows:

- the rules, strategies and safety of a variety of low organized games e.g. court, active relays, circle, tag cooperative, inventing.
- what consitutes good sportsmanship.

The student is able to:

- successfully participate in circle games:

  jump the shot
  target ball
  human pinball
  circle sit down
  spiral
  overtake
  knots

- successfully participate in combative games:

  poison rope
  bug tug
  rooster fight
  honker hawser
  badget pull
  slaughter
  tug-of-war

- successfully participate in new and cooperative games:

  collective balloon hoop
  musical hoops
  mat carry
  parachute
  bring me
  battleship
  blob-blob-up-up
  shipwreck

- successfully participate in court games:

  4-square
  marbles
  handball
  serpentine hope
  tetherball
  jacks

- successfully participate in inventing games.

SUBJECT: Physical Education

SPECIFIC AREA: Low Organized Games

Page	Suggested Grade Placement	District Placement			
	4-6	4	5	6	7

The student is able to:

- successfully participate in all - active relay:

  hoop pass
  rock, bridge tree
  jump the stick
  around and through
  caterpiller
  skin the snake
  snowball

- successfully participate in tag games:

  flag tag
  hip tag
  gluteus maximus
  balloon stomp
  helper's tag
  frozen tag
  blob
  tennis shoe tag

The student values:

- the joy of games, the fun of participating and skills learned that allow participation.
- good sportsmanship.

SMALL SCHOOLS PROJECT

SUBJECT: Physical Education

SPECIFIC AREA: Sport Skills

	Page	Suggested Grade Placement	District Placement			
Basketball		4-6	4	5	6	7

The student knows:

- that basketball is a team sport that involves the skills of dribbling, passing, shooting, and guarding.

The student is able to:

- dribble the basketball with either hand while stationary and when moving.
- pass the basketball in a variety of ways; e.g. bounce pass, chest pass.
- shoot the basketball in a variety of ways using one or both hands; e.g. set shot, lay-up.
- perform proper guarding techniques.

The student values:

- the skills learned to play the game of basketball.
- basketball as a leisure activity.

SUBJECT: Physical Education

SPECIFIC AREA: Sport Skills

Football

Page	Suggested Grade Placement	District Placement			
	4-6	4	5	6	7

The student knows:

- that football is a team sport that involves the skills of passing, catching, kicking, centering and carrying the football.

The student is able to:

- pass a football overhand accurately to a stationary or moving partner.
- center a football between the legs.
- catch a football while standing or running.
- place kick a football.
- change a football from hand to hand while running.
- punt a football.

The student values:

- the skills learned to play the game of football.
- football as a leisure activity.

SMALL SCHOOLS PROJECT

SUBJECT: Physical Education

SPECIFIC AREA: Sport Skills

Hockey

Page	Suggested Grade Placement	District Placement			
	4-6	4	5	6	7

The student knows:

- that hockey is a team sport that involves the skills of stick handling, passing and goal tending.

The student is able to:

- handle the hockey stick correctly while passing or receiving.
- pass the puck to a stationary or moving partner.
- receive a puck from a partner while stationary or moving.
- perform basic goal-keeping skills.

The student values:

- skills learned that are necessary to play hockey effectively.
- hockey as a leisure activity.

SMALL SCHOOLS PROJECT

SUBJECT: Physical Education

SPECIFIC AREA: Sport Skills

	Page	Suggested Grade Placement	District Placement			
Soccer		4-6	4	5	6	7

The student knows:

- that soccer is a team sport that involves the skills of dribbling, passing, trapping, goal keeping, heading, and throwing in.

The student is able to:

- dribble a soccer ball under control at various speeds.
  trap a soccer ball with different body parts.
- pass a soccer ball accurately to a stationary or moving partner using various parts of the foot.
- perform a legal two hand throw-in.
- perform basic goal-keeping skills.

The student values:

- the uniqueness of soccer skills.
- soccer as a leisure activity.

SMALL SCHOOLS PROJECT

SUBJECT: Physical Education

SPECIFIC AREA: Sport Skills

	Page	Suggested Grade Placement	District Placement			
Softball		4-6	4	5	6	7

The student knows:

- that baseball is a team sport that involves the skills of throwing, catching, batting, fielding and base running.

The student is able to:

- throw a softball (nerf, wiffle, fleece type) accurately to a partner at distances commensurate with their age level.
- successfully bat a softball off a tee or one that is pitched.
- catch a softball thrown by a partner.
- field a softball with appropriate technique.
- run the bases in proper order and at the proper time.

The student values:

- the skills learned to play the game of softball.
- baseball as a leisure activity.

SMALL SCHOOLS PROJECT

SUBJECT: Physical Education

SPECIFIC AREA: Sport Skills

	Page	Suggested Grade Placement	District Placement			
Track and Field		4-6	4	5	6	7
The student knows: • that track and field involves the skills of sprinting, running, jumping and throwing.						
The student is able to: • sprint for short distances. • run for long distances while pacing themselves. • jump over objects and land safely. • stand and jump starting and landing on two feet. • run and jump taking off of one foot and landing on two feet. • throw objects for distances using proper techniques.						
The student values: • the ability to perform track and field activities.						

SMALL SCHOOLS PROJECT

SUBJECT: Physical Education

SPECIFIC AREA: Sport Skills

Volleyball

Page	Suggested Grade Placement	District Placement			
	4-6	4	5	6	7

The student knows:

- that volleyball is a team sport that involves the skills of serving, setting, bumping, digging, and spiking.

The student is able to:

- serve a volleyball, balloon, beachball, nerfball, over a lowered net.
- set a ball with proper form.
- bump a ball with proper form.

The student values:

- that volleyball can be played in modified spaces.
- volleyball as a leisure activity.

SUBJECT: Physical Education

SPECIFIC AREA: Physical Fitness

	Page	Suggested Grade Placement	District Placement			
Evaluation		4-6	4	5	6	7

The student knows:

- that the basic components of fitness are flexibility, strength, agility, power, endurance and speed.
- the meaning of the term aerobics as prolonged total body activity.

The student is able to:

- complete the Washington State Elementary 1-6 Physical Fitness Test or any related fitness instrument e.g. AAHPERD.
  increase aerobic capacity through running, jogging, rope jumping, swimming.
- increase level of flexibility, strength, agility, power, endurance and speed.

The student values:

- a level of physical fitness that allows for vigorous participation without undue fatigue.

SUBJECT: Physical Education

SPECIFIC AREA: Team Sports

	Page	Suggested Grade Placement	District Placement			
Basketball		7-8	7	8	9	

The student knows:

- that basketball is a team sport that involves the skills of dribbling, passing, shooting, guarding, pivoting and rebounding.
- the basic rules of basketball sufficiently to play and officiate.

The student is able to:

- dribble the basketball with control with the right and left hands.
- pass the basketball accurately to a stationary or moving team mate using a chest, bounce, overhead or baseball pass.
- use proper form in executing a set shot and lay-up.
- apply the skills of dribbling, passing, shooting, pivoting, rebounding and guarding to a game situation.
- execute legal pivot in both a front and reverse direction.
- perform proper guarding techniques in executing a one on one defense.

The student values:

- the skills learned to play the game of basketball.
- basketball as a leisure activity.
- cooperation required for success in basketball games.

SUBJECT: Physical Education

SPECIFIC AREA: Team Sports

Field Hockey

Page	Suggested Grade Placement	District Placement			
	7-8	7	8	9	

The student knows:

- the basic rules of field hockey.
- strategies.
- the skills and strategies for the various offensive and defensive positions.

The student is able to:

- successfully participate in the game of field hockey.
- apply offensive and defensive strategies in the game of field hockey.
- use the hockey stick to pass, receive, shoot and guard with appropriate body mechanics and form.

The student values:

- playing by the rules for fun and safety.
- cooperation required for success in field hockey games.

SUBJECT: Physical Education

SPECIFIC AREA: Team Sports

	Page	Suggested Grade Placement	District Placement			
Flicker Ball		7-8	7	8	9	

The student knows:

- the basic rules of flicker ball.
- that flicker ball is a team sport played with a football, and involves the skills of passing, receiving, and defending.

The student is able to:

- successfully participate in a flicker ball game.

The student values:

- flicker ball as a vigorous leisure game.
- cooperation required for success in flicker ball games.

SUBJECT: Physical Education

SPECIFIC AREA: Team Sports

	Page	Suggested Grade Placement	District Placement			
Football		7-8	7	8	9	

The student knows:

- that football is a team sport that involves the skills of passing, catching, kicking, defending, blocking, centering and carrying the football.
- the basic rules of touch or flag football.

The student is able to:

- execute a spiral pass to a stationary or moving partner.
- center a football between the legs.
- catch a football while standing or running.
- place kick a football to a pre-selected target area.
- punt a football.
- change a football from hand to hand while running.
- defend a pass receiver.
- execute a legal flag or tag.
- execute legal screening and blocking technique.
- play a flag or touch football game using official rules.

The student values:

- the skills learned to play the game of football.
- football as a leisure activity.
- cooperation required for success in football games.

SUBJECT: **Physical Education**

SPECIFIC AREA: **Team Sports**

Frisbee

Page	Suggested Grade Placement	District Placement			
	7-8	7	8	9	

The student knows:

- the basic rules of a variety of team frisbee games.
- the basic strategies used in a variety of team frisbee games.
- the skills involved in team frisbee games e.g. tossing and catching.

The student is able to:

- successfully participate in a variety of team frisbee games.
- apply offensive and defensive strategies in team frisbee games.

The student values:

- team frisbee games as leisure activities.
- cooperation required for success in team frisbee games.

SUBJECT: Physical Education

SPECIFIC AREA: Team Sports

Gym Hockey

Page	Suggested Grade Placement	District Placement			
	7-8	7	8	9	

The student knows:

- that gym hockey is a team sport that involves the skills of stick handling, passing, checking and goal tending.
- the basic rules of gym hockey.

The student is able to:

- handle the hockey stick correctly while passing or receiving.
- pass the puck accurately to a stationary or moving partner.
- receive a puck from a partner while stationary or moving.
- perform basic goal keeping skills.
- perform legal checking skills.
- successfully participate in the game of gym hockey.

The student values:

- skills learned that are necessary to play hockey effectively.
  hockey as a leisure activity.
- cooperation required for success in gym hockey games.

SUBJECT: Physical Education

SPECIFIC AREA: Team Sports

	Page	Suggested Grade Placement	District Placement			
Hocker		7-8	7	8	9	

The student knows:

- the basic rules of hocker.
- that hocker is a team sport that involves the combined skills of basketball and soccer.

The student is able to:

- successfully participate in the game of hocker.

The student values:

- hocker as a vigorous leisure activity.
- cooperation required for success in hocker games.

SMALL SCHOOLS PROJECT

SUBJECT: Physical Education

SPECIFIC AREA: Team Sports

	Page	Suggested Grade Placement	District Placement			
Soccer		7-8	7	8	9	

The student knows:

- that soccer is a team sport that involves the skills of dribbling, passing, trapping, goal keeping, tackling, shielding, and throwing in.
- the rules of soccer.

The student is able to:

- dribble a soccerball under control at various speeds.
- trap a soccerball with different body parts.
- pass a soccerball accurately to a stationary or moving partner using various parts of the foot.
- head a soccerball properly.
- perform a legal two hand throw-in.
- perform basic goal-keeping skills.
- execute legal tackling skills.
- shield correctly against a defender.
- successfully participate in the game of soccer using official rules.

The student values:

- the uniqueness of soccer skills.
- soccer as a leisure activity.
- cooperation required for success in soccer games.

	Page	Suggested Grade Placement	District Placement			
SUBJECT: Physical Education						
SPECIFIC AREA: Team Sports						
Softball		7-8	7	8	9	

The student knows:

- that softball is a team sport that involves the skills of throwing, catching, batting, fielding and base running.
- the basic rules of softball.

The student is able to:

- throw a softball accurately to a partner a distance commensurate with their age level.
- successfully bat a softball off a tee or when self-tossed, and pitched.
- catch a softball thrown by a partner.
- field a softball with appropriate technique.
- run the bases in proper order and at the proper time.
- successfully participate in the game of softball using official rules.

The student values:

- playing by the rules for fun and safety.
- softball as a leisure activity.
- cooperation required for success in softball games.

SUBJECT: Physical Education

SPECIFIC AREA: Team Sports

	Page	Suggested Grade Placement	District Placement			
Speedball		7-8	7	8	9	

The student knows:

- the rules of speedball.
- that speedball is a game that combines the skills of soccer and football.
- speedball is a team sport that involves the skills of dribbling, passing, kicking, throwing, goal tending, trapping, and blocking.
- the rules of speedball sufficiently to play and officiate.

The student is able to:

- successfully participate in the game of speedball by applying the skills learned.

The student values:

- skills learned that are necessary to play the game of speedball.
- cooperation required for success in speedball games.

	Page	Suggested Grade Placement	District Placement			
SUBJECT: Physical Education						
SPECIFIC AREA: Team Sports						
Team Handball		7-8	7	8	9	

The student knows:

- team handball involves the skills of dribbling, passing, running, pivoting, throwing, guarding and goal tending.
- team handball developed from the games of football, volleyball, basketball and soccer.
- the rules of team handball.

The student is able to:

- advance the ball legally by dribbling, passing or running.
- shoot goals with proper strategy and technique.
- take the proper position and defend the goal areas.
- successfully participate in a game of team handball using official rules.

The student values:

- the need for team play and cooperation.
- playing by the rules for fun and safety.

SUBJECT: Physical Education

SPECIFIC AREA: Team Sports

	Page	Suggested Grade Placement	District Placement			
Volleyball		7-8	7	8	9	

The student knows:

- that volleyball is a team sport involving the skills of serving, setting, bumping, digging, blocking and spiking.
- the basic rules of volleyball.

The student is able to:

- successfully participate in a game of volleyball using skills learned.

The student values:

- playing by the rules for fun and safety.
- that volleyball is a leisure activity.
- cooperation required for success in volleyball games.

	Page	Suggested Grade Placement	District Placement		
SUBJECT: Physical Education					
SPECIFIC AREA: Individual/Dual Sports					
Aquatics		7-8	7	8	9

The student knows:

- that the area of aquatics may include, swimming, diving, and water sports.
- that water safety skills are important for survival.
- definition of swimming terms related to staying afloat including floating, sculling, stroking and treading water.

The student is able to:

- describe the various areas of aquatics.
- demonstrate basic water safety and rescuing techniques.
- stay afloat using a variety of swimming techniques.
- demonstrate the basic strokes in swimming.

The student values:

- swimming as a leisure activity that enhances physical fitness.

SUBJECT: Physical Education

SPECIFIC AREA: Individual/Dual Sports

	Page	Suggested Grade Placement	District Placement			
Archery		7-8	7	8	9	

The student knows:

- safety rules of archery.
- the archery equipment necessary for participating in archery.
- that the basic archery skills are stance, grip, masking, drawing, anchoring, aiming, release and follow-through.
- basic archery terminology.

The student is able to:

- participate in various archery games using good safety rules.
- list the basic pieces of archery equipment.
- execute the basic archery skills using appropriate form.
- string and unstring a bow safely and correctly.

The student values:

- archery as a leisure activity.

	Page	Suggested Grade Placement	District Placement			
SUBJECT: Physical Education						
SPECIFIC AREA: Individual/Dual Sports						
Badminton		7-8	7	8	9	
The student knows: • that badminton is an individual sport that involves the skills of serving, striking and receiving. • the equipment needed for the game. • the terminology, scoring and rules of the game.						
The student is able to: • perform an underhand serve into the proper court. • perform efficient forehand and backhand strokes. • play a regulation game.						
The student values: • badminton as a leisure activity. • proper use of equipment.						

	Page	Suggested Grade Placement	District Placement			
SUBJECT: Physical Education						
SPECIFIC AREA: Individual/Dual Sports						
Bowling		7-8	7	8	9	

The student knows:

- proper bowling ball selection suitable to individual requirements; e.g. weight, grip.
- the definition of terms associated with rules and scoring procedures.
- the basic skills of bowling; e.g. approach, release, stance, follow-through.

The student is able to:

- demonstrate the proper bowling skills.
- score a game.

The student values:

- bowling as a leisure activity.

SUBJECT: Physical Education

SPECIFIC AREA: Individual/Dual Sports

Cross Country Running

Page	Suggested Grade Placement	District Placement			
	7-8	7	8	9	

The student knows:

- cross country involves running varying distances over varying terrain.
- proper warm-ups and running form.

The student is able to:

- run distances that are appropriate to their age and level of fitness.
- demonstrate appropriate cross country warm-up techniques.
- run at specific paces for extended lengths of time.

The student values:

- that cross country running aids cardiovascular endurance and aids in maintaining one's overall state of physical fitness.

SUBJECT: Physical Education

SPECIFIC AREA: Individual/Dual Sports

	Page	Suggested Grade Placement	District Placement			
Cycling		7-8	7	8	9	

The student knows:

- that cycling can be a competitive or recreational sport.
- the basic terminology related to cycling.
- the rules of the road.

The student is able to:

- ride a bicycle using proper technique.
- ride a bicycle safely exhibiting proper speed, braking, and directional changes.
- make basic bicycle repairs.

The student values:

- that cycling can contribute to one's optimum health.
- that cycling is an accepted social activity.
- that cycling is a leisure or aerobic activity.

SMALL SCHOOLS PROJECT

SUBJECT: Physical Education

SPECIFIC AREA: Individual/Dual Sports

	Page	Suggested Grade Placement	District Placement			
Deck Tennis		7-8	7	8	9	

The student knows:

- the rules associated with scoring in deck tennis.
- the basic skills of deck tennis include grip, serve, catch and return.

The student is able to:

- participate in a game of deck tennis using appropriate rules.
- execute the basic skills of deck tennis using appropriate rules.
- execute the basic skills of deck tennis using appropriate form.

The student values:

- deck tennis as a leisure activity.

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SUBJECT: Physical Education

SPECIFIC AREA: Individual/Dual Sports

Frisbee

Page	Suggested Grade Placement	District Placement			
	7-8	7	8	9	

The student knows:

- that individual and dual frisbee activities include tossing, and catching, frisbee golf (folf), and freestyling.
- frisbee comes in variety of sizes and weights.

The student is able to:

- demonstrate basic frisbee skills.

The student values:

- individual and dual frisbee skills as leisure activities.

SUBJECT: Physical Education

SPECIFIC AREA: Individual/Dual Sports

	Page	Suggested Grade Placement	District Placement		
Golf		7-8	7	8	9

The student knows:

- the basic skills and techniques of golf.
- that there are different types of courses.
- the definition of terms associated with rules of etiquette and scoring procedures.
- that certain clubs are associated to the lie of the ball.

The student is able to:

- demonstrate proper skills, drive, e.g. grip drive, pitch, chip and putting techniques.
- score a game of golf using either match or medal play rules.

The student values:

- golf as a leisure activity.

SUBJECT: Physical Education

SPECIFIC AREA: Individual/Dual Sports

Gymnastics

Page	Suggested Grade Placement	District Placement			
	7-8	7	8	9	

The student knows:

- that the following are competive gymnastic events; balance beam, floor exercise, pommel horse, vaulting, horizontal bar, parallel bars, uneven bars and rings.
- terminology and rules related to the specific events.
- good form and skills are related to scoring in competition gymnastics.

The student is able to:

- perform individual and combination movements on self-selected pieces of apparatus.
- perform appropriate warm-ups.
- combine movements into routines using proper form.
- score performances in the various events.
- identify unsafe conditions including spotting, use of equipment and condition of equipment.

The student values:

- the contributions of gymnastics to overall fitness.

SUBJECT: Physical Education

SPECIFIC AREA: Individual/Dual Sports

	Page	Suggested Grade Placement	District Placement			
Hacky Sack		7-8	7	8	9	

The student knows:

- that hacky sack can be played individually or in groups.
- that the idea behind hacky sack is to keep the object in constant flight.
- that hacky sack is basically an eye-foot coordination game.

The student is able to:

- perform the basic skills involved in hacky sack, e.g., the toe kick, knee kick, back kick, and outside kick.

The student values:

- that hacky sack is a game of balance and coordination that can be played in or out-of-doors as a leisure activity.

SUBJECT: Physical Education

SPECIFIC AREA: Individual/Dual Sports

	Page	Suggested Grade Placement	District Placement			
Handball		7-8	7	8	9	

The student knows:

- handball is an individual sport involving the skills of serving, receiving and striking with either hand.
- rules and scoring procedures for both singles and doubles.
- the terminology related to handball.

The student is able to:

- demonstrate a variety of legal shots.
- participate in singles or doubles game using appropriate rules, strategies and techniques.

The student values:

- handball as a vigorous leisure activity.

	Page	Suggested Grade Placement	District Placement			
SUBJECT: Physical Education						
SPECIFIC AREA: Individual/Dual Sports						
Horseshoe Pitching		7-8	7	8	9	

The student knows:

- the official rules for playing and scoring in horseshoe.
- the appropriate form for the skills involved in pitching a horseshoe; e.g. grip, sight, stance, pitch, release and follow-through.

The student is able to:

- apply learned knowledge, skill, and strategy in a game situation.

The student values:

- horseshoe pitching as a leisure activity.

SMALL SCHOOLS PROJECT

	Page	Suggested Grade Placement	District Placement			
SUBJECT: Physical Education						
SPECIFIC AREA: Individual/Dual Sports						
Pickle Ball		7-8	7	8	9	

The student knows:

- the rules for the game.
- that pickle ball can be played as either singles or doubles.

The student is able to:

- execute pickle ball skills; e.g. forehand, backhand, serve. score a game.

The student values:

- that pickle ball is a court game than can be played for a lifetime.
- that good sportsmanship implies making honest calls.

SUBJECT: Physical Education

SPECIFIC AREA: Individual/Dual Sports

Racketball

Page	Suggested Grade Placement	District Placement			
	7-8	7	8	9	

The student knows:

- rules and scoring procedures for both singles and doubles.
- the terminology related to handball.

The student is able to:

- demonstrate a variety of legal shots including, serve, volley and other strategic shots involved in singles and doubles.
- participate in game using appropriate rules, strategies and racquetball techniques.

The student values:

- handball as a vigorous leisure activity.

SUBJECT: Physical Education

SPECIFIC AREA: Individual/Dual Sports

	Page	Suggested Grade Placement	District Placement			
Roller Skating		7-8	7	8	9	
The student knows: • safety procedures for roller skating. • equipment and terminology. • proper care and repair of equipment.						
The student is able to: • skate under control. • skate with a partner. • change speeds, levels, and directions.						
The student values: • skating as a leisure activity that can contribute to one's own physical fitness.						

SMALL SCHOOLS PROJECT

SUBJECT: Physical Education

SPECIFIC AREA: Individual/Dual Sports

	Page	Suggested Grade Placement	District Placement		
Self Defense		7-8	7	8	9

The student knows:

- strategies for preventing jeopardizing situations.
- the ways in which body parts may be used as self defense weapons.
- vulnerable body parts in self defense.
- the definition of basic self defense terms.
- that self defense is historically linked to martial arts such as judo and karate.
- confident, responsbile uses of self defense techniques.

The student is able to:

- perform kicks and punches basic to self defense.
- demonstrate proper form in deflection, blocking, and evasion techniques.
- describe proper procedures for reporting an assault.
- evaluate performance in self defense activities.

The student values:

- that screaming and running away are self defense techniques.

SMALL SCHOOLS PROJECT

SUBJECT: Physical Education

SPECIFIC AREA: Individual/Dual Sports

	Page	Suggested Grade Placement	District Placement			
Skiing		7-8	7	8	9	

The student knows:

- the differences between downhill skiing, and cross country skiing.
- how to select proper equipment.
- slope etiquette.

The student is able to:

- select the proper skiing equipment.
- demonstrate the basic skills of skiing; e.g. climbing, snow plowing, turning, braking.
- describe proper safety procedures for skiing.

The student values:

- skiing as a leisure activity that enhances physical fitness.
- safe conduct on the slopes.

	Page	Suggested Grade Placement	District Placement			
SUBJECT: Physical Education						
SPECIFIC AREA: Individual/Dual Sports Table Tennis		7-8	7	8	9	
The student knows: • rules, scoring procedures and strategies. • terminology related to the game.						
The student is able to: • execute the skills of table tennis; e.g. serving, receiving, spinning, slicing, smashing. • participate successfully in a game of table tennis.						
The student values: • table tennis as a leisure activity. • proper care of equipment.						

SUBJECT: Physical Education

SPECIFIC AREA: Individual/Dual Sports

	Page	Suggested Grade Placement	District Placement			
Tennis		7-8	7	8	9	

The student knows:

- rules, strategies and ettiquette associated with the game.
- terminology associated with the game.

The student is able to:

- execute the skills necessary to play the game; e.g. serve, receive, forehand, backhand, lob, volley and smash.
- participate, using appropriate scoring, strategy and ettiquette in both single and doubles play.

The student values:

- tennis as a leisure activity that can improve one's overall physical fitness.
- fair play.

SUBJECT: Physical Education

SPECIFIC AREA: Individual/Dual Sports

Track and Field

Page	Suggested Grade Placement	District Placement			
	7-8	7	8	9	

The student knows:

- that track and field is an individual sport that involves the skills of running, jumping and throwing.
- warm-ups are an important ingredient for successful participation.
- terminology and rules for the various events included in track and field.

The student is able to:

- use proper form in running, jumping and throwing.
- apply basic safety procedures in track and field events.
- demonstrate appropriate warm-ups related to specific events.
- analyze their performance related to participation in the various events.

The student values:

- track and field as an activity that can benefit one's overall physical fitness.

SMALL SCHOOLS PROJECT

SUBJECT: Physical Education

SPECIFIC AREA: Individual/Dual Sports

	Page	Suggested Grade Placement	District Placement			
Tumbling		7-8	7	8	9	

The student knows:

- that tumbling consists of rolling, jumping, skipping, sliding, balancing and other movement skills.
- warming up is fundamental to successful participation.
- that spotting and safety procedures are important.

The student is able to:

- execute simple and complex tumbling stunts with appropriate body mechanics.
- combine stunts into routines.
- develop routines showing changes of directions, levels, and pauses with smooth transition.
- spot other students in simple tumbling stunts.

The student values:

- that tumbling is a basis for movement in nearly all sports and activities.

SUBJECT: Physical Education

SPECIFIC AREA: Individual/Dual Sports

	Page	Suggested Grade Placement	District Placement			
Weight Training		7-8	7	8	9	

The student knows:

- the basic principles of overload and repetition.
- the safety procedures of weightlifting including weight selection and spotting.
- that the basic lifts include military press, bench press, curl, snatch, clean and jerk, shrug.
- proper use and care of equipment.

The student is able to:

- demonstrate proper safety procedures of spotting.
- execute the various weightlifting skills using the appropriate form.
- increase arm strength, leg strength, and endurance by applying weight training skills.

The student values:

- strength training as contributing to one's overall level of physical fitness and positive self image.

SMALL SCHOOLS PROJECT

SUBJECT: Physical Education

SPECIFIC AREA: Individual/Dual Sports

	Page	Suggested Grade Placement	District Placement			
Wrestling		7-8	7	8	9	

The student knows:

- that wrestling is an individual sport which consists of four main skills, takedowns, breakdowns, reversals and escapes.
- the starting positions for each of the three rounds of wrestling.
- rules, scoring and terminology of wrestling.

The student is able to:

- perform wrestling skills using the appropriate body mechanics, form and rules.
- demonstrate proper warm-up procedures before wrestling.

The student values:

- wrestling as a combative sport which builds strength, flexibility and endurance.
- safety of holds.

SUBJECT: Physical Education

SPECIFIC AREA: New and Cooperative Games

Page	Suggested Grade Placement	District Placement			
	7-8	7	8		

The student knows:

- the rules, strategies and safety procedures involved in a variety of new and cooperative games.
- how to officiate a variety of new and cooperative games.

The student is able to:

- successfully participate in a variety of new games including:
  - buffing
  - bug tug
  - hunker hawser
  - skin the snake
  - slaughter
  - tweezlis - whop
- successfully participate in a variety of cooperative games including:
  - collective blowball
  - collective score towel ball
  - scooter basketball
  - volley-volley-volleyball

The student values:

- the joy and social aspects associated with participating in non-competitive new and cooperative games activities.

	Page	Suggested Grade Placement	District Placement			
SUBJECT: Physical Education						
SPECIFIC AREA: Rhythms						
Aerobic Dance		7-8	7	8	9	

The student knows:

- aerobic dance is an individual and group activity.
- the definition and elements of aerobic dance.

The student is able to:

- perform teacher selected routines.
- perform self-created routines.
- perform routines individually and in groups.

The student values:

- the life time benefits of aerobic activities.

SUBJECT: Physical Education

SPECIFIC AREA: Rhythms

	Page	Suggested Grade Placement	District Placement			
Fad Dance		7-8	7	8	9	

The student knows:

- the terminology for current fad dances.

The student is able to:

- perform teacher selected current fad dances.
- assist other students in learning fad dances.
- perform variety of fad dances with music.

The student values:

- the social worth of fad dancing.
- fad dancing as a leisure activity.
- contribution to physical fitness.

	Page	Suggested Grade Placement	District Placement			
SUBJECT: Physical Education						
SPECIFIC AREA: Rhythms						
Folk Dance		7-8	7	8	9	
The student knows: • country origin of selected folk dances. • terminology of folk dance steps. • the traditional costume for selected folk dances.						
The student is able to: • participate in teacher selected folk dances. • perform a variety of folk dances in time with music.						
The student values: • the heritage of folk dances to their country. • folk dance as a leisure activity. • the social worth of folk dance.						

SUBJECT: Physical Education

SPECIFIC AREA: Rhythms

Rhythmic Gymnastics	Page	Suggested Grade Placement	District Placement		
		7-8	7	8	9

The student knows:

- characteristic moves for various pieces of equipment.
- various equipment which is used in rhythmic gymnastics.
- rules for composing routines.
- events in rhythmic gymnastics.

The student is able to:

- perform routines with a variety of hand apparatus.
- compose own routines.

The student values:

- the body awareness and coordination learned through rhythmic gymnastics.

SUBJECT: Physical Education

SPECIFIC AREA: Rhythms

	Page	Suggested Grade Placement	District Placement			
Modern Dance		7-8	7	8	9	

The student knows:

- that modern dance is a creative expression of one's self.
- that modern dance is an individual and group activity.
- that modern dance is a way of communicating ideas or feelings.

The student is able to:

- demonstrate a creative dance routine.
- participate in a group dance of one's own creativity.

The student values:

- how creativity can be used to express one's moods, feelings, and ideas.

SUBJECT: Physical Education

SPECIFIC AREA: Rhythms

	Page	Suggested Grade Placement	District Placement			
Social Dance		7-8	7	8	9	

The student knows:

- the terminology of selected dance steps.
- the rhythmic count of selected dance steps.
- the etiquette involved in social dancing.

The student is able to:

- perform teacher selected dance steps individually and with a partner.
- perform correct social etiquette in dancing.
- assist other students in the learning of dance steps.

The student values:

- the social worth of social dance.
- social dance as a leisure activity.

SMALL SCHOOLS PROJECT

SUBJECT: Physical Education

SPECIFIC AREA: Rhythms

	Page	Suggested Grade Placement	District Placement			
Square Dance		7-8	7	8	9	

The student knows:

- how to form a square.
- the various square dance terminology.

The student is able to:

- participate as a partner in a square dance.
- demonstrate correctly a variety of step maneuvers in teacher and student selections.
- perform steps and maneuvers in time with music.

The student values:

- square dance as a leisure activity.
- the social worth of square dance.

SUBJECT: Physical Education

SPECIFIC AREA: Physical Fitness

Active Health

Page	Suggested Grade Placement	District Placement		
	7-8	7	8	9

The student knows:

- that physical activity enhances the healthy functions of the body systems.
- that daily, vigorous exercise is a desirable aspect of a healthy lifestyle.
- that the body responds in a positive manner to reasonable physical stress.

The student is able to:

- provide a scientifically sound rationale for the benefits of daily vigorous physical activity.
- explain why strength training activities are critical for early adolescent development.
- participate in vigorous physical activity as a part of a daily schedule.

The student values:

- the importance of physical activity to enhance one's health and well being.
- the opportunity to participate in a well planned, comprehensive, daily program of physical education.

SUBJECT: Physical Education

SPECIFIC AREA: Physical Fitness

Aerobics

Page	Suggested Grade Placement	District Placement			
	7-8	7	8	9	

The student knows:

- definition of aerobics.
- that, aerobic activities such as jogging, bicycling, or swimming must be sustained for a minimum of 12 minutes in order to produce training benefits.
- that aerobic training provides a solid foundation for all other physical fitness development and training.

The student is able to:

- participate in a teacher-selected aerobic training program.
- select and wear clothing (including shoes) and gear that is appropriate for participating safely in aerobic activities.

The student values:

- the health promoting benefits of regular aerobic activities.
- the relative low cost and convenience of aerobic activities.

	Page	Suggested Grade Placement	District Placement			
SUBJECT: Physical Education						
SPECIFIC AREA: Physical Fitness						
Agility		7-8	7	8	9	
The student knows: • that agility is the ability to perform a variety of coordinated movements quickly. • that agility, can be improved by increasing the speed with which one performs coordination exercises and activities. • that the shuttle run is a test for agility.						
The student is able to: • demonstrate a variety of agility exercises. • assess personal agility through the administration of two or more professionally recognized agility tests.						
The student values: • the importance of agility in sports achievement. • agility as a desirable characteristic.						

SUBJECT: Physical Education

SPECIFIC AREA: Physical Fitness

Evaluation

Page	Suggested Grade Placement	District Placement			
	7-8	7	8	9	

The student knows:

- that physical fitness components can be tested.
- that there are two AAHPERD physical fitness tests composed of several items with national achievement norms.
- that the President's Council on Physical Fitness and sports has established an award system to motivate high achievement in physical fitness.
- that achievement of the 85th percentile on each item on the AAHPERD Youth Fitness Test is required to qualify for the President's Physical Fitness Team Award.
- that improvement in physical fitness requires vigorous participation in progressively increased resistive activities.

The student is able to:

- perform the exercises included in the AAHPERD physical fitness test batteries accurately.
- achieve the best possible score on each item of the AAHPERD test batteries a minimum of once per year.

The student values:

- a level of physical fitness that permits vigorous participation without undue fatigue.
- the opportunity to assess personal levels of physical fitness achievement on a regular basis.

SMALL SCHOOLS PROJECT

	Page	Suggested Grade Placement	District Placement		
SUBJECT: Physical Education					
SPECIFIC AREA: Physical Fitness					
Flexibility		7-8	7	8	9

The student knows:

- that flexibility refers to the elasticity of the muscle groups which permits the range of movement at joints.
- that flexibility can be increased by stretching exercises.
- that static stretching performed by gradual steady pressure is the safest and most desirable method of sustaining flexibility.

The student is able to:

- demonstrate stretching exercises that can be used to increase flexibility of the major muscle groups.
- document increased flexibility in two or more muscle groups resulting from the application of stretching exercises.

The student values:

- the importance of flexibility in sports achievement.
- flexibility as a desirable characteristic.

SUBJECT: Physical Education

SPECIFIC AREA: Physical Fitness

Muscular Endurance

Page	Suggested Grade Placement	District Placement			
	7-8	7	8	9	

The student knows:

- that muscular endurance is the ability of a muscle to maintain a repeated movement over an extended period of time.
- that muscular endurance can be increased by progressively increasing the number of repetitions of an exercise.
- that muscular endurance enhances one's success in a variety of sports and vocational activities.

The student is able to:

- demonstrate exercises that can be used to increase endurance of the major muscle groups of the body.
- assess muscular endurance of various large muscle groups of his/her body.
- participate regularly in activities designed to increase endurance of the major muscle groups.

The student values:

- the importance of muscular endurance in sports achievement.
- muscular endurance as a desirable characteristic.

SUBJECT: Physical Education

SPECIFIC AREA: Physical Fitness

	Page	Suggested Grade Placement	District Placement		
Power		7-8	7	8	9
The student knows: • that power refers to the dynamic force an individual can exert with various muscle groups. • that power can be increased through proper resistive exercises. • that the standing long jump and the vertical jump are professionally recognized tests of power.					
The student is able to: • demonstrate a variety of exercises designed to increase the power of the major muscle groups. • assess personal power through the administration of two or more professionally recognized tests for power.					
The student values: • the importance of power in sports achievement. • power as a desirable characteristic.					

SMALL SCHOOLS PROJECT

SUBJECT: Physical Education

SPECIFIC AREA: Physical Fitness

	Page	Suggested Grade Placement	District Placement			
Speed		7-8	7	8	9	

The student knows:

- that speed refers to the amount of time it takes a person to move from one place to another.
- that speed can be increased through a combination of strengths, endurance, flexibility, and coordination exercises.

The student is able to:

- demonstrate how the factors of stride, body alignment, body lean, placement of feet, enhance running speed.
- assess personal running speed.

he student values:

- the importance of speed in sports achievement.
- running speed as a desirable characteristic.

SMALL SCHOOLS PROJECT

SUBJECT: Physical Education

SPECIFIC AREA: Physical Fitness

	Page	Suggested Grade Placement	District Placement		
Strength		7-8	7	8	9
The student knows: - that strength refers to the amount of resistance a muscle or muscle group can overcome. - that strength can be increased by progressively increasing the amount of resistance required to fatigue a muscle. - that strength training can enhance safe and successful participation in sports.					
The student is able to: - demonstrate proper execution of a variety of strength enhancing exercises. - document increased strength in two or more major muscle groups resulting from strength training exercises.					
The student values: - strength as a desirable characteristic. - the importance of strength in sports achievement.					

SMALL SCHOOLS PROJECT

SUBJECT: Physical Education

SPECIFIC AREA: Team Sports

	Page	Suggested Grade Placement	District Placement			
Basketball		9–12	9	10	11	12

The student knows:

- the rules of basketball sufficiently to play and officiate.
- the basic offensive and defensive strategies.
- the techniques and application of a variety of offensive and defensive skills.
- historical aspects of the game of basketball.

The student is able to:

- play a basketball game using official rules.
- employ offensive strategies e.g.; screening, picking, give and go.
- employ defensive strategies e.g.; one to one, zone, switching, screening off.
- perform fundamental shots e.g.; set shot, lay-up, reverse lay-up, jump shot and hook with correct body mechanics and form.
- apply screening, jumping and positioning strategies in rebounding.

The student values:

- playing by the rules for fun and safety.
- basketball as a leisure activity.
- cooperation required for success in basketball games.

SMALL SCHOOLS PROJECT

SUBJECT: Physical Education

SPECIFIC AREA: Team Sports

Field Hockey	Page	Suggested Grade Placement	District Placement			
		9-12	9	10	11	12
The student knows. • the basic rules of field hockey. • strategies. • the skills and strategies for the various offensive and defensive positions.						
The student is able to: • successfully participate in the game of field hockey. • apply offensive and defensive strategies in the game of field hockey.						
The student values: • playing by the rules for fun and safety. • cooperation required for success in field hockey games.						

SMALL SCHOOLS PROJECT

SUBJECT: Physical Education

SPECIFIC AREA: Team Sports

	Page	Suggested Grade Placement	District Placement			
Flickerball		9-12	9	10	11	12

The student knows:

- the rules of flickerball sufficiently to play and officiate.
- the offensive and defensive strategies of flickerball.
- that the game of flickerball is an aerobic sport.

The student is able to:

- apply the official rules of flickerball as a player or official.
- apply basic offensive and defensive strategies.
- evaluate the aerobic conditioning of flickerball to a personal aerobic conditioning program.

The student values:

- flickerball as a fun, aerobic activity.
- cooperation required for success in flickerball games.

SMALL SCHOOLS PROJECT

SUBJECT: Physical Education

SPECIFIC AREA: Team Sports

Football

Page	Suggested Grade Placement	District Placement			
	9–12	9	10	11	12

The student knows:

- the rules of flag or touch football sufficiently to play and officiate.
- the basic offensive and defensive strategies.
- the techniques and applications of a variety of offensive and defensive skills.

The student is able to:

- play a flag/touch football game using official rules.
- play a variety of offensive and defensive football positions.
- apply a variety of offensive formations.
- apply a variety of defensive strategies to meet specific playing situations.

The student values:

- playing by the rules for fun and safety.
- football as a leisure activity.
- cooperation required for success in football games.

SMALL SCHOOLS PROJECT

SUBJECT: Physical Education

SPECIFIC AREA: Team Sports

Frisbee	Page	Suggested Grade Placement	District Placement			
		9-12	9	10	11	12
The student knows: • the basic rules of a variety of team frisbee games. • the basic strategies used in variety of team frisbee games. • the skills involved in team frisbee games e.g. tossing and catching.						
The student is able to: • successfully particiapte in a vatiety of team frisbee games. • teach one or more team frisbee games to others. • apply offensive and defensive strategies in a team frisbee game.						
The student values: • team frisbee games as leisure activities. • cooperation required for success in team frisbee games.						

SUBJECT: Physical Education

SPECIFIC AREA: Team Sports

Gym Hockey	Page	Suggested Grade Placement	District Placement			
		9-12	9	10	11	12
The student knows: . the basic rules of gym hockey. . strategies. . the skills and strategies for the various offensive and defensive positions.						
The student is able to: . successfully participate in the game of gym hockey. . apply offensive and defensive strategies in the game of gym hockey. . use the hockey stick to pass, receive, shoot, guard and pivot with appropriate body mechanics and form.						
The student values: . playing by the rules for fun and safety. . cooperation required for success in gym hockey games.						

SMALL SCHOOLS PROJECT

SUBJECT: Physical Education

SPECIFIC AREA: Team Sports

	Page	Suggested Grade Placement	District Placement			
Hocker		9-12	9	10	11	12

The student knows:

- the basic rules of hocker.
- that hocker is a team sport that involves the combined skills of basketball and soccer.

The student is able to:

- successfully participate in the game of hocker.
- teach the game of hocker to others.

The student values:

- hocker as a vigorous leisure activity.
- cooperation required for success in hocker games.

SMALL SCHOOLS PROJECT

SUBJECT: Physical Education

SPECIFIC AREA: Team Sports

Soccer	Page	Suggested Grade Placement	District Placement			
		9-12	9	10	11	12
The student knows: • the rules of soccer sufficiently to play and officiate. • the skills and strategies for the various offensive and defensive positions. • the basic offensive and defensive team strategies.						
The student is able to: • successfully participate in the game of soccer using official rules. • apply appropriate skills to various offensive and defensive positions. • officiate a soccer game using official rules. • demonstrate the role of individual players for the basic offensive and defensive positions.						
The student values: • playing by the rules for fun and safety. • soccer as a leisure activity. • cooperation required for success in soccer games. • the uniqueness of soccer skills.						

SMALL SCHOOLS PROJECT

SUBJECT: Physical Education

SPECIFIC AREA: Team Sports

	Page	Suggested Grade Placement	District Placement			
Softball		9–12	9	10	11	12
The student knows: • the skills and strategies for the various offensive and defensive positions. • the basic offensive and defensive team strategies. • the rules of fast and slow pitch to sufficiently play and officiate.						
The student is able to: • successfully participate in the game of softball using official rules. • apply appropriate skills to various offensive and defensive positions. • umpire a softball game using appropriate rules. • demonstrate appropriate deliveries for fast and slow pitch. • umpire fast and slow pitch games using appropriate rules						
The student values: • playing by the rules for fun and safety. • softball as a leisure activity. • cooperation required for success in softball games.						

SUBJECT: Physical Education

SPECIFIC AREA: Team Sports

	Page	Suggested Grade Placement	District Placement			
Speedball		9–12	9	10	11	12

The student knows:

- the rules of speedball.
- that speedball is a game that combines the skills of soccer and football.
- the rules of speedball to sufficiently to play and officiate.

The student is able to:

- successfully participate in the game of speedball using official rules.
- apply appropriate skills to various offensive and defensive positions.
- officiate speedball using appropriate rules.

The student values:

- skills learned that are necessary to play the game of speedball.
- cooperation required for sucess in speedball games.

SMALL SCHOOLS PROJECT

	Page	Suggested Grade Placement	District Placement			
SUBJECT: Physical Education						
SPECIFIC AREA: Team Sports						
Team Handball		9-12	9	10	11	12
The student knows: • the rules of team handball sufficiently to play and officiate. • the skills and strategies for the various offensive and defensive positions. • the basic offensive and defensive team strategies.						
The student is able to: • successfully participate in the game of team handball using official rules. • apply appropriate skills to various and defensive positions. • officiate a team handball game applying offical rules.						
The student values: • playing by the rules for fun and safety. • cooperation required for success in team handball games.						

SUBJECT: Physical Education

SPECIFIC AREA: Team Sports

	Page	Suggested Grade Placement	District Placement			
Volleyball		9-12	9	10	11	12

The student knows:

- the rules of volleyball sufficiently to play and officiate.
- the skills and strategies for the various offensive and defensive positions.
- the basic offensive and defensive team strategies.

The student is able to:

- successfully participate in the game of volleyball using appropriate skills.
- apply appropriate skills to various offensive and defensive positions.
- officiate a volleyball game with official rules.

The student values:

- playing by the rules for fun and safety.
- cooperation required for success in volleyball games.
- volleyball as a leisure activity.

SMALL SCHOOLS PROJECT

SUBJECT: Physical Education

SPECIFIC AREA: Individual and Dual Sports

	Page	Suggested Grade Placement	District Placement			
Aquatics		9-12	9	10	11	12
The student knows: • the appropriate forms of swimming stroking skills including back, breast, side, crawl, and butterfly. • basic lifesaving skills including swimming skills. • that the area of aquatics may include swimming, diving and water sports. • that water safety skills are important for survival.						
The student is able to: • describe the various areas of aquatics. • demonstrate basic water safety and rescuing techniques. • stay afloat using a variety of swimming techniques. • demonstrate basic strokes including, back, breast, side, crawl, and butterfly stroke.						
The student values: • swimming as a leisure activity that enhances physical fitness.						

SMALL SCHOOLS PROJECT

SUBJECT: Physical Education

SPECIFIC AREA: Individual and Dual Sports

	Page	Suggested Grade Placement	District Placement			
Archery		9-12	9	10	11	12

The student knows:

- the definition of target archery terms related to scoring including end and round.
- safety rules of archery.
- that the basic archery skills are stance, grip, masking, drawing, anchoring, aiming, release and follow-through.

The student is able to:

- score an end and/or a round employing the method for the kind of archery target in use.
- participate in various archery games using good safety rules.
- execute the basic archery skills using appropriate form.

The student values:

- archery as a leisure activity.

	Page	Suggested Grade Placement	District Placement			
SUBJECT: Physical Education SPECIFIC AREA: Individual and Dual Sports Badminton		9-12	9	10	11	12
The student knows: • that badminton is an individual sport that involves the skills of serving, striking and receiving. • the equipment needed for the game. • the terminology and rules of the game. • the condition under which particular badminton strokes are used.						
The student is able to: • perform an underhand serve into the proper court. • perform efficient forehand and backhand strokes. • play a regulation game.						
The student values: • badminton as a leisure activity. • proper use of equipment.						

SMALL SCHOOLS PROJECT

SUBJECT: Physical Education

SPECIFIC AREA: Individual and Dual Sports

Bowling

Page	Suggested Grade Placement	District Placement			
	9-12	9	10	11	12

The student knows:

- the pin number system.
- that a proper approach and release will aid in one's proficiency.
- the proper procedure for scoring.
- the definition of terms with rules and scoring procedures.
- bowling etiquette.

The student is able to:

- demonstrate the proper approach and release with an appropriate weighed ball.
- demonstrate the beginning stance and various approaches.
- release the ball properly in front of the body.
- select a ball which is suitable to individual requirements e.g. weight, grip.
- score a game.
- demonstrate how to hook the ball into the pocket.

The student values:

- bowling as a leisure activity.

	Page	Suggested Grade Placement	District Placement			
SUBJECT: Physical Education SPECIFIC AREA: Individual and Dual Sports Circus Skills		9-12	9	10	11	12
The student knows: • the historical origins of the various circus acts. • that commercial equipment can be modified, i.e., hose rings, tennis, or handballs, bleach bottle clubs.						
The student is able to: • juggle two and three ball variations including - columns, overthrows and illusions. • vary the pattern size. • exchange equipment (passing).						
The student values: • that circus skills are recreationally oriented.						

SMALL SCHOOLS PROJECT

	Page	Suggested Grade Placement	District Placement			
SUBJECT: Physical Education						
SPECIFIC AREA: Individual and Dual Sports Cross Country Running		9-12	9	10	11	12
The student knows: • the concept of pace and how it is used in training. • cross country involves running varying distances over varying terrain.						
The student is able to: • run distances that are appropriate to his/her age and level of fitness. • demonstrate appropriate cross country warm-up techniques. • run at specific paces for extended lengths of time. • apply proper training techniques to increase speed and distance.						
The student values: • that cross country running aids cardiovascular endurance and aids in maintaining one's overall state of physical fitness.						

SUBJECT: Physical Education

SPECIFIC AREA: Individual and Dual Sports

	Page	Suggested Grade Placement	District Placement			
Cycling		9-12	9	10	11	12
The student knows: • how to prepare and map a cross country trip. • the strategies of various types of open pursuit, and match races.						
The student is able to: • participate in short and long distant races. • ride safely with traffic. • make basic bicycle repairs.						
The student values: • that cycling is a leisure activity.						

SMALL SCHOOLS PROJECT

SUBJECT: Physical Education

SPECIFIC AREA: Individual and Dual Sports

	Page	Suggested Grade Placement	District Placement			
Deck Tennis		9-12	9	10	11	12

The student knows:

- the rules difference between singles and doubles play.
- the basic skills of deck tennis include grip, serve, catch and return.

The student is able to:

- participate in a game of deck tennis using appropriate rules.
- execute the basic skills of deck tennis using appropriate rules.
- execute the basic skills of deck tennis using appropriate form.

The student values:

- deck tennis as a leisure activity.

SMALL SCHOOLS PROJECT

	Page	Suggested Grade Placement	District Placement			
SUBJECT: Physical Education						
SPECIFIC AREA: Individual and Dual Sports						
Frisbee		9–12	9	10	11	12
The student knows: • varied hand grips and body positions can alter the flight of the frisbee. • that air bounces, catapults, hook thumb, and spinners are from the family of frisbee throws.						
The student is able to: • throw accurately to a partner on the move at both short and long distance. • catch the frisbee while on the move. • experiment with numerous free style techniques. • throw a roll curve accurately.						
The student values: • individual and dual frisbee as leisure activities.						

SMALL SCHOOLS PROJECT

SUBJECT: Physical Education

SPECIFIC AREA: Individual and Dual Sports

	Page	Suggested Grade Placement	District Placement			
Golf		9-12	9	10	11	12
The student knows:						
. proper body mechanics and success.						
. that stances in golf can be open, closed, and squared.						
. the rules for match and medal play.						
. the different types of clubs including woods, irons, putter.						
The student is able to:						
. play and score a regulation game.						
. employ proper strokes and stances depending upon the lie of the ball and environmental conditions.						
. analyze performance in golf.						
The student values:						
. golf as a leisure activity.						

SMALL SCHOOLS PROJECT

SUBJECT: Physical Education

SPECIFIC AREA: Individual and Dual Sports

	Page	Suggested Grade Placement	District Placement			
Gymnastics		9-12	9	10	11	12
The student knows: • tumbling and gymnastics are basic to all sports. • appropriate body mechanics aid performance. • basic terminology. • rules and guidelines for competition. • criteria for scoring; i.e. basic deductions. • fatigue may lead to accidents. • safety factors related to equipment and stunts.						
The student is able to: • evaluate personal performances. • combine movements into routines. • perform basic spotting techniques. • differentiate between some beginning, intermediate and advanced stunts.						
The student values: • the contributions of tumbling and gymnastics to overall fitness.						

SMALL SCHOOLS PROJECT

	Page	Suggested Grade Placement	District Placement			
SUBJECT: Physical Education						
SPECIFIC AREA: Individual and Dual Sports						
Hackey Sack		9-12	9	10	11	1

The student knows:

- that the sack (foofbag) must not touch above the waist.
- the foofbag game utilizes five basic kicks.
- lateral movement and the use of both feet are important to the game.

The student is able to:

- perform five basic kicks.
- kick accurately to a partner.
- kick over a net.

The student values:

- hacky sack as a eye-foot coordination game.
- hacky sack as a leisure activity.

SMALL SCHOOLS PROJECT

SUBJECT: Physical Education

SPECIFIC AREA: Individual and Dual Sports

	Page	Suggested Grade Placement	District Placement			
Handball		9–12	9	10	11	12
The student knows: • handball is an individual sport involving the skills of serving, receiving and striking with either hand. • rules and scoring procedures for both singles and doubles. • the terminology related to handball.						
The student is able to: • demonstrate a variety of legal shots. • participate in singles or doubles game using appropriate rules, strategies and techniques.						
The student values: • handball as a vigorous leisure activity.						

	Page	Suggested Grade Placement	District Placement			
SUBJECT: Physical Education						
SPECIFIC AREA: Individual and Dual Sports						
Hiking and Outdoor Survival		9-12	9	10	11	12

The student knows:

- how to warm up and stretch for a hike.
- proper equipment needed for hiking and survival.
- basic survival skills e.g. map, compass, shelter.
- basic first aid for survival.

The student is able to:

- participate in a hiking activity.
- participate in a survival activity.

The student values:

- hiking as a healthful leisure activity.
- safety precautions required for foot travel in wilderness areas.

SUBJECT: Physical Education

SPECIFIC AREA: Individual and Dual Sports

Horseshoe Pitching

	Page	Suggested Grade Placement	District Placement			
		9-12	9	10	11	12
The student knows: • how to set up an official horseshoe pit with needed equipment. • the official rules for scoring in horseshoe including ringer, leaner and closest shoe. • basic skills of horseshoe pitching e.g. grip, sight, stance, pitch, release and follow-through.						
The student is able to: • score a game of horseshoes correctly. • execute the pitch, using the appropriate forms including twist pitch and the flip pitch. • the student is able to apply learned knowledge, skill, and strategy in a game situation.						
The student values: • horseshoe pitching as a leisure activity.						

	Page	Suggested Grade Placement	District Placement			
SUBJECT: Physical Education						
SPECIFIC AREA: Individual and Dual Sports						
Pickle Ball		9-12	9	10	11	12
The student knows: • the rules and scoring procedures for the game. • that pickle ball can be played either in singles or doubles.						
The student is able to: • perform the hard and lob serve. • perform the lob, smash and dink shot. • serve a ball underhand into a designated court. • return a ball over a net consistently using forehand and backhand strokes. • score a game. • play in an official pickle ball game.						
The student values: • that pickle ball is a court game that can be played for a lifetime. • that good sportsmanship implies making honest calls.						

SUBJECT: Physical Education

SPECIFIC AREA: Individual and Dual Sports

Racketball

Page	Suggested Grade Placement	District Placement			
	9-12	9	10	11	12

The student knows:

- the basic rules, terms, scoring, safety, and etiquette of the game.
- the standard equipment used such as, balls, eye guards, gloves.
- how to modify racketball to the physical environment available.
- the history of racketball.
- the basic strategies of the game.

The student is able to:

- perform the basic skills of the game including, stance, court positioning, forehand, backhand, and overhead strokes.
- perform a variety of serves.
- execute basic shots including, passing shorts, well or alley shots, angle pass, cross court pass, lob, drop, ceiling.

The student values:

- that racketball contributes to one's overall physical fitness.
- that racketball is a good leisure pursuit.

SMALL SCHOOLS PROJECT

	Page	Suggested Grade Placement	District Placement			
SUBJECT: Physical Education						
SPECIFIC AREA: Individual and Dual Sports						
Roller Skating		9-12	9	10	11	12

The student knows:

- that in the schools, roller skating can include: e.g.
  roller skating
  speed skating
  roller hockey
- some of the historical background of skating.

The student is able to:

- skate backwards.
- perform cross-over steps moving both right and left.
- stop safely using two or three different techniques as a toe stop and (T) stop.
- perform 180° and 360° turns.
- skate with efficient form using proper stroking techniques.

The student values:

- skating as a leisure activity.

SMALL SCHOOLS PROJECT

SUBJECT: Physical Education

SPECIFIC AREA: Individual and Dual Sports

	Page	Suggested Grade Placement	District Placement			
Self Defense		9-12	9	10	11	12

The student knows:

- strategies for preventing jeopardizing situations.
- the ways in which body parts may be used as self defense weapons.
- vulnerable body parts in self defense, e.g. nose, eyes.
- the definition of basic self defense terms e.g. stance, full nelson, countering.
- that self defense is historically linked to martial arts such as judo and karate.
- that screaming and running away are self-defense techniques.

The student is able to:

- perform kicks and punches basic to self defense.
- demonstrate proper form in deflection, blocking, and evasion techniques.
- describe proper procedures for reporting an assault.
- evaluate performance in self defense activities.
- deliver kicks and punches to vulnerable body parts.

The student values:

- confident and responsible uses of self defense techniques.

SUBJECT: Physical Education

SPECIFIC AREA: Individual and Dual Sports

	Page	Suggested Grade Placement	District Placement			
Skiing		9-12	9	10	11	12

The student knows:

- the differences between downhill skiing, and cross-country skiing.
- how to select proper equipment.
- the basic skills of skiing include hill climbing, snow plowing, turning and braking.
- the student is able to adapt his downhill and cross-country skiing techniques to changes in snow conditions and terrain.
- the student knows the essential elements of caring for the equipment including water-proofing and waxing.

The student is able to:

- evaluate his or her own performance in skiing.
- select the proper skiing equipment using accepted criteria.
- demonstrate the basic skills of downhill skiing.
- describe proper safety procedures for skiing.

The student values:

- skiing as a leisure activity that enhances physical fitness.
- safe conduct on the slopes.

SMALL SCHOOLS PROJECT

SUBJECT: Physical Education

SPECIFIC AREA: Individual and Dual Sports

	Page	Suggested Grade Placement	District Placement			
Table Tennis		9-12	9	10	11	12
The student knows: • that table tennis can be played individually or with a partner. • the difference between singles and doubles rules.						
The student is able to: • employ strategies such as playing to an opponent's weaknesses, e.g. hitting to the backhand, short shots, using English and varying the speed of return shots. • create and play modified table tennis games such as Around the World.						
The student values: • table tennis as a leisure activity. • proper use of equipment.						

	Page	Suggested Grade Placement	District Placement			
SUBJECT: Physical Education						
SPECIFIC AREA: Individual and Dual Sports						
Tennis		9-12	9	10	11	12

The student knows:

- that tennis originated in Europe.
- terminology associated with the game.
- rules and scoring procedures, for both singles, doubles, pro-sets and sudden death.
- boundaries of the court for both singles and doubles.

The student is able to:

- execute basic skills with the appropriate body mechanics and form.
- employ strategies involved in playing singles and doubles.
- exhibit proper etiquette associated with the game of tennis.
- evaluate his/her performance.

The student values:

- tennis as a game contributing to one's physical fitness and well being.

SMALL SCHOOLS PROJECT

SUBJECT: Physical Education

SPECIFIC AREA: Individual and Dual Sports

	Page	Suggested Grade Placement	District Placement			
Track and Field		9-12	9	10	11	12
The student knows: • that track and field is an individual sport that involves the skills of running, jumping and throwing. • warm-ups are an important ingredient for successful participation. • terminology and rules for the various events included in track and field. • all of the events that make up a track and field meet.						
The student is able to: • use proper form in running, jumping and throwing. • apply basic safety procedures in track and field events. • demonstrate appropriate warm-ups related to specific events. • analyze his/her performance in various events. • participate and officiate in a track meet.						
The student values: • track and field as an activity that can benefit one's overall physical fitness.						

SMALL SCHOOLS PROJECT

SUBJECT: Physical Education

SPECIFIC AREA: Individual and Dual Sports

Tumbling

Page	Suggested Grade Placement	District Placement			
	9-12	9	10	11	12

The student knows:

- that tumbling consists of rolling, jumping, skipping, sliding, balancing and other movement skills.
- warming up is fundamental to successful participation.
- that spotting and safety procedures are important.

The student is able to:

- execute simple and complex tumbling stunts with appropriate body mechanics.
- combine stunts into routines.
- develop routines showing changes of directions, levels, and pauses with smooth transition.
- spot other students in simple tumbling stunts.

The student values:

- that tumbling is a basis for movement in nearly all sports and activities.

SMALL SCHOOLS PROJECT

SUBJECT: Physical Education

SPECIFIC AREA: Individual and Dual Sports

	Page	Suggested Grade Placement	District Placement			
Weight Training		9-12	9	10	11	12

The student knows:

- that weight training is a very useful rehabilitation tool for injuries.
- the basic principles of overload and repetition.
- the safety procedures of weightlifting including weight selection and spotting.
- that the basic lifts include military press, bench press, curl, snatch, clean and jerk, shrug and squat.

The student is able to:

- use proper breathing techniques during lifting activities.
- demonstrate proper safety procedures of spotting.
- execute the various weightlifting skills using the appropriate form.
- increase arm strength, leg strength, and endurance by applying weight training skills.

The student values:

- weight training contributes to one's overall level of physical fitness and positive self image.

SMALL SCHOOLS PROJECT

SUBJECT: Physical Education

SPECIFIC AREA: Individual and Dual Sports

	Page	Suggested Grade Placement	District Placement			
Wrestling		9-12	9	10	11	12

The student knows:

- that wrestlers compete by weight classes.
- that the length of wrestling matches varies with different levels of competition.
- the basic rules and regulations of a match.
- that wrestling is an individual sport which consists of four main skills, takedowns, breakdowns, reversals and escapes.

The student is able to:

- perform the four main wrestling skills using the appropriate body mechanics, form and rules.
- demonstrate the three wrestling starting positions.
- demonstrate proper warm-up procedures before wrestling.
- perform a variety of takedowns, breakdowns, reversals and escapes.
- officiate a wrestling match.

The student values:

- wrestling as a combative sport which builds strength, flexibility and endurance.
- safety of holds.

SMALL SCHOOLS PROJECT

SUBJECT: Physical Education

SPECIFIC AREA: New and Cooperative Games

	Page	Suggested Grade Placement	District Placement			
		9-12	9	10	11	12
The student knows:						
• the rules, strategies and safety procedures involved in a variety of new and cooperative games.						
• how to officiate a variety of new and cooperative games.						
The student is able to:						
• successfully participate in a variety of new games including: – aura – bone game – dho-dho-dho – island – people pass – people pyramids						
• successfully participate in a variety of cooperative games including: – collective blowball – collective score towel ball – scooter basketball – volley-volley-volleyball						
The student values:						
• the joy and social aspects associated with participating in non-competitive new and cooperative games activities.						

SUBJECT: Physical Education

SPECIFIC AREA: Rhythms

	Page	Suggested Grade Placement	District Placement			
Aerobic Dance		9-12	9	10	11	12

The student knows:

- the definition and elements of aerobic dance.
- how to select music and put dance steps to the rhythm.
- aerobic dance is an individual and group activity.

The student is able to:

- perform teacher selected routines.
- perform self-created routines.
- perform routines individually and in groups.

The student values:

- the lifetime benefits of aerobic activities.

SMALL SCHOOLS PROJECT

SUBJECT: Physical Education

SPECIFIC AREA: Rhythms

	Page	Suggested Grade Placement	District Placement			
Fad Dance		9-12	9	10	11	12
The student knows: • the terminology for current fad dances. • appropriate music for current fad dances. • origin of fad dances.						
The student is able to: • perform teacher selected current fad dances. • assist other students in learning fad dances. • perform a variety of fad dances with the music.						
The student values: • the social worth of fad dancing. • fad dancing as a leisure activity. • contribution of fad dance to physical fitness.						

SMALL SCHOOLS PROJECT

SUBJECT: Physical Education

SPECIFIC AREA: Rhythms

Folk Dance

Page	Suggested Grade Placement	District Placement			
	9–12	9	10	11	12

The student knows:

- country origin of selected folk dances.
- terminology of folk dance steps.
- the traditional costume for selected folk dances.
- history and social implications of a variety of folk dances.

The student is able to:

- participate in teacher selected folk dances.
- perform a variety of folk dances in time with music.

The student values:

- the heritage of folk dances to his/her country.
- folk dance as a leisure activity.
- the social worth of folk dance.

SUBJECT: Physical Education

SPECIFIC AREA: Rhythms

	Page	Suggested Grade Placement	District Placement			
Modern Dance		9–12	9	10	11	12
The student knows: • that modern dance is a creative expression of one's self. • that modern dance is an individual and group activity. • that modern dance is a way of communicating ideas or feelings.						
The student is able to: • demonstrate creative dance routines. • participate in a group modern dance of one's own creativity. • demonstrate improvisational skills. • assist in the mechanics of a dance production.						
[illegible]e student values: • how creativity can be used to express one's moods, feelings and ideas.						

SUBJECT: Physical Education

SPECIFIC AREA: Rhythms

	Page	Suggested Grade Placement	District Placement			
Rhythmic Gymnastics		9-12	9	10	11	12

The student knows:

- various types of equipment which is used for rhythmic gymnastics, e.g. wands, hoops, balls.
- rules for composing routines.
- events in rhythmic gymnastics.
- characteristic moves for various pieces of equipment.
- rhythmic gymnastics is an individual and group activity.

The student is able to:

- perform routines with a variety of hand apparatus.
- compose own routines.

The student values:

- the body awareness and coordination learned through rhythmic gymnastics.
- the aesthetic beauty and grace of rhythmic gymnastics.

SUBJECT: Physical Education

SPECIFIC AREA: Rhythms

	Page	Suggested Grade Placement	District Placement			
Social Dance		9-12	9	10	11	12
The student knows: • the terminology of selected dance steps. • the rhythmic count of selected dance steps. • the etiquette involved in social dancing. • ethnic origin of social dancing. • origin of selected dance music.						
The student is able to: • perform teacher selected dance steps individually and with a partner. • perform correct social etiquette in dancing. • assist other students in the learning of dance steps. • perform steps to the rhythm of music.						
The student values: • the social worth of social dance. • social dance as a leisure activity.						

	Page	Suggested Grade Placement	District Placement			
SUBJECT: Physical Education						
SPECIFIC AREA: Rhythms						
Square Dance		9-12	9	10	11	12
The student knows: . how to form a square. . the various square dance terminology.						
The student is able to: . participate as a partner in a square dance. . demonstrate correctly a variety of maneuvers selected by teacher or student. . call a self selected square dance. . perform steps and maneuvers in time with music.						
The student values: . square dancing as a leisure activity. . the social worth of square dancing.						

SUBJECT: Physical Education SPECIFIC AREA: Physical Fitness	Page	Suggested Grade Placement	District Placement			
Active Health		9-12	9	10	11	12
The student knows: • how the body will respond to physical stress resulting from various types of physical exercise. • which types of physical activities contribute most to a healthy lifestyle.						
The student is able to: • develop a personal action plan for applying the appropriate principles and theories of fitness to the present and to the future. • implement the current aspects of the personal action plan.						
The student values: • the acceptance of responsibility for one's own health.						

SUBJECT: Physical Education

SPECIFIC AREA: Physical Fitness

	Page	Suggested Grade Placement	District Placement			
			9	10	11	12
Aerobics		9-12				

The student knows:

- that aerobic activities such as jogging, bicycling, or swimming must be sustained for a minimum of 12 minutes in order to produce training benefits.
- that aerobic training produces a lower resting heart rate, a positive change in blood cholesterol and promotes ideal weight and mental health.
- that aerobic training provides a solid foundation for all other physical fitness development and training.

The student is able to:

- develop and monitor a personal aerobic training program.
- select and wear clothing (including shoes) and gear that are appropriate for participating safely in aerobic activities.

The student values:

- the health promoting benefits of regular aerobic activities.
- the relative low cost and convenience of aerobic activities.

	Page	Suggested Grade Placement	District Placement			
SUBJECT: Physical Education SPECIFIC AREA: Physical Fitness Agility		9-12	9	10	11	12
The student knows: • the current theory for improving and maintaining agility. • a variety of agility enhancing activities and exercises. • which sports require agility for successful participation.						
The student is able to: • apply the current theory for improving and maintaining agility. • demonstrate a variety of agility exercises and activities. • apply agility activities to specific sports.						
[illegible]e student values: • the importance of agility to sports and everyday activities.						

SUBJECT: Physical Education

SPECIFIC AREA: Physical Fitness

Evaluation

Page	Suggested Grade Placement	District Placement			
	9-12	9	10	11	12

The student knows:

- that physical fitness is an important component of a comprehensive physical education program.
- that physical fitness tests can be used to screen for minimum levels and/or used to assess the individual's level of fitness.
- that a comprehensive physical education program will include an extensive physical fitness testing and remediation component.
- how to assess personal fitness through the use of professionally recoginized tests with state or national norms.
- the difference between the purposes of the two AAHPERD physical fitness tests.
- that improvement in physical fitness levels required personal commitment and consistent, regular practice.

The student is able to:

- accurately perform the exercises included in the AAHPERD physical fitness test batteries.
- accurately administer the AAHPERD physical fitness tests to siblings, peers, or adults.

The student values:

- the use of state and national normed tests to assess levels of physical fitness.
- the opportunity to measure oneself against state and/or national standards.

MALL SCHOOLS PROJECT

UBJECT: Physical Education

PECIFIC AREA: Physical Fitness

Flexibility	Page	Suggested Grade Placement	District Placement			
		9-12	9	10	11	12
The student knows: • the current theory for improving and maintaining functional flexibility. • a variety of flexibility exercises for the major muscle groups. • how flexibility enhances successful participation in specific sports.						
The student is able to: • apply the current theory for improving flexibility. • demonstrate a variety of flexibility exercises for the major muscle groups. • apply specific flexibility exercises to specific sports and activities.						
The student values: • the importance of flexibility to a physically active lifestyle.						

SUBJECT: Physical Education

SPECIFIC AREA: Physical Fitness

Muscular Endurance

Page	Suggested Grade Placement	District Placement			
	9–12	9	10	11	12

The student knows:

- the current theory for improving and maintaining muscular endurance.
- a variety of exercises designed to increase muscular endurance in the major muscle groups.
- how muscular endurance enhances enjoyable and successful participation in specific sports.

The student is able to:

- apply the current theory for improving muscular endurance.
- demonstrate a variety of exercises designed to increase the major muscle groups.
- apply muscle endurance exercises to enhance successful participation in specific sports and activities.

The student values:

- the importance of muscular endurance in a health enhancing lifestyle.
- the relative freedom from muscle fatigue.

SUBJECT: Physical Education

SPECIFIC AREA: Physical Fitness

	Page	Suggested Grade Placement	District Placement			
Power		9-12	9	10	11	12
The student knows: • the current theory for improving and maintaining power. • a variety of exercises to improve and maintain power. • which sports require power for successful participation.						
The student is able to: • apply the current theory for improving and maintaining power. • demonstrate a variety of exercises to improve and maintain power. • apply exercises to increase power to enhance success in specific sports.						
The student values: • the importance of power to sports and everyday activities.						

SMALL SCHOOLS PROJECT

SUBJECT: Physical Education

SPECIFIC AREA: Physical Fitness

	Page	Suggested Grade Placement	District Placement			
Speed		9-12	9	10	11	12

The student knows:

- the current theory for increasing and maintaining speed.
- a variety of methods and activities to increase speed.
- which types of speed are required to enhance success in specific sports.

The student is able to:

- apply the current theory for increasing and maintaining speed.
- demonstrate a variety of methods and activities to increase speed.
- apply specific methods of increasing speed in specific sports.

The student values:

- the importance of speed to sports and everyday activities.

MALL SCHOOLS PROJECT

UBJECT: Physical Education

PECIFIC AREA: Physical Fitness

	Page	Suggested Grade Placement	District Placement			
Strength		9-12	9	10	11	12

The student knows:

- the current theory for improving and maintaining muscular strength.
- a variety of exercises which increase strength in major muscle groups.

The student is able to:

- apply the current theory for improving and maintaining muscular strength.
- demonstrate a variety of strength increasing activities and exercises for the major muscle groups.
- apply the appropriate strength increasing method and exercises for remediation, rehabilitation, specific sports and everyday activities.

The student values:

- the importance of muscular strength to sports and everyday activities.

K - 12

SOCIAL STUDIES PROGRAM GOALS

1. The student develops basic understandings about relationships as individuals relate to others in groups, institutions and the world.

2. The student develops an understanding of the ways in which beliefs, values and behavior patterns develop and how they are interrelated in a variety of settings and situations.

3. The student understands basic problems and conflicting values in human relationships and develops skills that would enable him/her to deal with problems and values rationally.

4. The student develops a curiosity for social phenomena as well as the appropriate skills to seek information and use it to explain and influence these phenomena.

5. The student understands how events of the past have influenced the shape of today's forms of human relationships and learns to use past experiences as a viable method to attempt to solve current societal problems.

6. The student develops a basic commitment to the dignity of the individual and the democratic process and demonstrates respect for law and the rights of all individuals as well as one's fulfillment of civic responsibility.

7. The student increases his/her knowledge of academic and social skills which enables him/her to develop a positive self-concept and facilitates the growth of social identity.

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SOCIAL STUDIES
SCOPE
(4-12)

Page

Grade 4 THE PACIFIC NORTHWEST AND OTHER REGIONS 141-145
- Washington State and the Pacific Northwest 141
- Regions and Their Physical Characteristics 142
- Regions and Their People 143
- Regions and Their Livelihood 144
- Regions and the Future 145

Grade 5 OUR COUNTRY 146-152
- America - The Land 146
- America - The Early Cultures 147
- America - The New Nation 148
- America - Meeting Changes 149
- America - In the World Today 150
- America - Meeting Future Challenges 151
- America - Knowing Our Neighbors 152

Grade 6 WORLD CULTURES 153-161
- Cultures and the Individual 153
- Cultures and Historical Perspectives 154
- Cultures and the Environment 155
- Cultures and Social Systems 156
- Cultures and Political Systems 157
- Cultures and Economic Systems 158
- Cultures and Belief Systems 159
- Cultures and the Humanities 160
- Cultures and Change 161

Grade 7 WORLD GEOGRAPHY 162-165
- Physical Environment 162
- Cultural Environment 163
- Economic Environment 164
- Urban Geography 165

Grade 8 AMERICAN HISTORY 166-167
- Settling the Americas 166
- Creating a New Republic 166
- Building the New Nation 166
- A Nation Torn Apart 166
- Entering a Modern Age 166
- America as a World Power 166
- America and the World Today 167
- Promise of the Future 167

Page

Grade 9 WASHINGTON STATE HISTORY AND GOVERNMENT 168-169
  The Physical Realm 168
  Early Historical Era 168
  Protecting Rights and Making Laws 168
  The Modern Era 168
  Government Today 169

Grade 10 WORLD HISTORY 170-173
  The Ancient World 170
  Medieval World 171
  The Transition Period 172
  The Modern World 173

Grade 11 UNITED STATES HISTORY AND GOVERNMENT I & II 174
  Colonial America 174
  Revolutionary America 174
  An Emerging United States 174
  Conflict and Reunion 174
  A Changing America 174-175
  Progressive America 175
  U.S. In A Changing World 175
  Facing the Future 175-176

Grade 12 (Electives) CONTEMPORARY WORLD PROBLEMS 177

INTRODUCTION TO PSYCHOLOGY 178

INTRODUCTION TO SOCIOLOGY 179

ECONOMICS 180

SMALL SCHOOLS PROJECT

SUBJECT: The Pacific Northwest and Other Regions

SPECIFIC AREA: Washington State and the Pacific Northwest

Page	Suggested Grade Placement	District Placement			
	4	3	4	5	6

The student knows:

- that economic facts affect the development of the Pacific Northwest and that these factors are interrelated eg. agriculture, industry, technology, science.
- that many kinds of people and groups helped shape the region's history and contributed to the development of the region tribal groups, Hispanic, Asian, Black and European.
- that native Americans of the Northwest differ culturally from other native Americans.
- that agriculture and industry are related to the climate and resources of the Pacific Northwest.
- that our region is characterized by regional art, folk music, and folk tales.

The student is able to:

- locate the states of the Pacific Northwest region, capitol cities, major bodies of water and distinctive topographical features.
- describe events which led to the discovery and exploration of the Pacific Northwest.
- describe instances of and reason for historical and present day conflicts between cultures e.g. Native fishing rights, land disputes.
- describe a trip in the Pacific Northwest region using direction and location.
- determine distances on a map using a scale of miles.
- recognizes symbols for mountains, railroads, state boundaries, largest city, capitol city, rivers, rainfall.

The student values:

- the position of the Pacific Northwest in the national economy.
- the contribution of present day and historical cultures of the Pacific Northwest.
- citizen participation in the state system of government.

SMALL SCHOOLS PROJECT

SUBJECT: The Pacific Northwest and Other Regions

SPECIFIC AREA: Regions and Their Physical Characteristics

Page	Suggested Grade Placement	District Placement			
	4	3	4	5	6

The student knows:

- that there is a relationship between the vegetation, climate, and soil which differentiates regions.
- that regional designations are arbitrary and are often overlapping.
- that human and natural forces have brought continuous change to the face of the earth.
- that climate affects the variation of vegetative types, their density, growth cycles.
- that resources vary in their availability among regions.
- that seasons vary among regions because of the relationship between the earth and the sun.

The student is able to:

- identify a map as being representative of a single variable e.g. rainfall, population density, vegetation.
- identify the major land features which characterize the earth's surface e.g. mountains, hills, plateaus, plains and particularly the features of the region under study.
- identify the characteristics of the low, middle, and high latitude climatic regions of the world.
- identify the characteristics of regions based upon dominate vegetation, forest, grassland, desert, tundra, shore.
- use reference materials, atlases, texts, and aids e.g., table of contents, indexes, as needed.

The student values:

- the earth's resources.

SUBJECT: The Pacific Northwest and Other Regions

SPECIFIC AREA: Regions and Their People

Page	Suggested Grade Placement	District Placement			
	4	3	4	5	6

The student knows:

- that the natural distribution of resources affects patterns of human settlement.
- that people find a variety of ways to obtain and utilize natural resources for use in building shelters, and supplying food and clothing.
- that people find a variety of ways in which resources are obtained, transported, stored, distributed and prepared for use.
- that scarcity occurs when wants exceed resources which are elements of natural systems e.g. water, air, soil, plants.
- that people use similar habitats differently according to cultural beliefs and values.
- that the unequal distribution of universally valued natural resources has led to conflict among cultural groups.

The student is able to:

- explains the difference between geographical and cultural regions.
- identify local, state, regional, and national efforts to alleviate problems, such as pollution of the environment and depletion of the natural resources.
- recognize symbols for different populations of cities and population density.
- generalize about the influence of our natural enviornments on our activities.

The student values:

- the creativity and diversity of human cultures, arts, and ideas.
- productivity (collective and individual) as a means of coping with scarcity.

SMALL SCHOOLS PROJECT

SUBJECT: The Pacific Northwest and Other Regions

SPECIFIC AREA: Regions and Their Livelihood

Page	Suggested Grade Placement	District Placement			
	4	3	4	5	6

The student knows:

- that scarcity is the relationship of wants to resources, and that wants often exceed resources.
- that economic elements are present in units as small as the family and as complex as the international economy.
- that all human beings depend for their living on resources which are elements of natural systems e.g. water, air, soil, plants.
- regions are interdependent for their natural and human resources.
- that innovations in agriculture, manufacturing and transportation are associated with the rise of regional, national, and international markets.
- that consumer demand and producer response to that demand determines how resources are utilized.
- that geographical location and physical features in the environment affect people's careers and population distribution.

The student is able to:

- describe how the availability of natural resources has encouraged economic development and specialization in regions in the U.S. and in other parts of the world.
- describe how the climate in regions influences economic activities.

The student values:

- the interdependence of people.

SMALL SCHOOLS PROJECT

SUBJECT: The Pacific Northwest and Other Regions

SPECIFIC AREA: Regions and The Future

Page	Suggested Grade Placement	District Placement			
	4	3	4	5	6

The student knows:

- that many countries or regions of the world are currently experiencing widespread famine and malnutrition.
- that evironmental, economic and political factors have contributed to world famine.
- that modern transportation systems have affected our perception of time and space ie. "the shrinking world".
- that environmental, economic and social factors affect land-use planning.
- that population growth is a major, persisting problem in many countries.

The student is able to:

- identify and analyze components of environmental and social problems.
- give examples of global interdependence.
- arrange events in sequence.
- identify techniques used to persuade or convince.

The student values:

- importance of replacing renewable resources.
- importance of conserving non-renewable resources.
- global relationships.

SMALL SCHOOLS PROJECT

SUBJECT: Our Country

SPECIFIC AREA: America - The Land

Page	Suggested Grade Placement	District Placement			
	5	3	4	5	6

The student knows:

- that the U.S. is divided into regions by climate, vegetation and land forms.
- that the natural environment of the United States undergoes constant change as a result of the action of natural and human forces.
- that the Americans have much in common, but because of the great geographic diversity of the U.S., they may also live very different lives.
- the natural resources of the United States vary from region to region.

The student is able to:

- locate and describe the regions of the U.S.
- locate the major metroplitan areas in each region.
- use keys, grids and scales to analyze maps: topographic, political, demographic, climate, and resources.
- use many reference materials including atlases and almanacs.
- use more than one source to find information.

The student values:

- each regions unique contribution to the United States.

SUBJECT: Our Country

SPECIFIC AREA: America - The Early Cultures

Page	Suggested Grade Placement	District Placement			
	5	3	4	5	6

The student knows:

- that there was a great deal of diversity among the Native Americans.
- that various groups of Native Americans had well developed cultures prior to European exploration and settlement.
- that exploration by persons of various ethnic groups provided knowledge about the Western Hemisphere and led to the settlement by people from Europe.
- that European colonists depended upon Native Americans, on each other, and on people in their homelands to survive in North America.
- that social and economic conditions and religious strife in European countries stimulated the period of discovery and exploration.
- that people who migrated to the Americas seeking a place of freedom and a better way of life, often did so at the expense of native inhabitants.

The student is able to:

- describe ways in which the European conquest and settlement affected native American culture
- read historical narrative, exposition, and dialogue.
- compare life-styles of diverse Native American cultures.
- recognizes sequence and chronology in time-lines.
- generalize about human behavior using a historical reference.

The student values:

- the diversity of cultures.
- the courage of the early explorers and colonists.
- the contribution of the Native American culture to our history.

SUBJECT: Our Country

SPECIFIC AREA: America - The New Nation

Page	Suggested Grade Placement	District Placement			
	5	3	4	5	6

The student knows:

- that the causes of the American Revolution were related to the differences that developed between Americans and the British.
- that, in spite of the fact colonies in N. American developed along sectional lines, settlers in various regions shared common problems and experiences.
- that the Constitution of the U.S. is the basis of the law of the land.
- that a colonizing nation attempted to impose its culture upon its colonies.
- people who immigrate of their own free will, often do so because they feel there are greater opportunities in the new country.
- fundamental goals of a democratic society are equality under the law for all people, an equal opportunity for a good life, and a voice in government.

The student is able to:

- recognize and interpret basic features of the U.S. Constitution.
- identify the factors which caused many colonists in N. America to desire independence.
- locate and interpret places on a map.
- evaluate differing points of view.
- make inferences from graphically presented data.
- make an outline of topics to investigate.
- distinguish fact from value statements.

The student values:

- the constitution and its underlying principles.
- the rights of people to hold diverse opinions and live diverse life styles.
- separation of church and state.

SMALL SCHOOLS PROJECT

SUBJECT: Our Country

SPECIFIC AREA: America - Meeting Changes

	Page	Suggested Grade Placement	District Placement			
		5	3	4	5	6

The student knows:

- many people and cultures have contributed to the development of the United States as a nation.
- improvements in transportation helped speed the movement into the new territories acquired by the U.S.
- industrialization and urbanization cause profound change.
- the Civil War Reconstruction Era caused political and economic changes to occur.
- the civil rights of men and women have sometimes been restricted.
- social, economic, and political equality has been expanded but remains a continuing struggle.

The student is able to:

- identify main ideas from sources of information.
- identify bias.
- construct simple maps, properly oriented.
- see relationship between physical and political features e.g. river and state boundary.
- compute length of time between two dates.

The student values:

- the constitutional guarantee of equality for all people.
- the challenges, inherent in a rapidly changing world.

SMALL SCHOOLS PROJECT

SUBJECT: Our Country

SPECIFIC AREA: America - In The World Today

Page	Suggested Grade Placement	District Placement			
	5	3	4	5	6

The student knows:

- rapid technological growth has brought a higher standard of living for most Americans as well as accompanying problems.
- technology influenced growth of cities.
- 20th century wars produced changes in the U.S. and the world.
- the civil rights movement sought to make improvements in the lives of minority groups.

The student is able to:

- make use of headings, topic sentences and summary sentences to select main ideas from reference materials.
- recognize and use reference materials such as folk stories, myths, songs, ballads and cartoons.
- construct simple graphs and tables.

The student values:

- the right of people to pursue equality.

SUBJECT: Our Country

SPECIFIC AREA: America - Meeting Future Challenges

Page	Suggested Grade Placement	District Placement			
	5	3	4	5	6

The student knows:

- while Americans are successfully meeting some of today's challenges, new ones are constantly emerging.
- that pollution and energy problems appear to be critical challenges to the future of the nation and the world.
- that the struggle for equal rights remains a national challenge.
- the curiosity and inventiveness of the American people has led to the attainment of great achievement.

The student is able to:

- use definite time concepts such as second, minute, yesterday, decade, century.
- make predictions about the future based on the study of human behavior in the past and present.
- make a simple time-line.

The student values:

- his/her active role in confronting the future.

SMALL SCHOOLS PROJECT

SUBJECT: Our Country

SPECIFIC AREA: America - Knowing Our Neighbors

	Page	Suggested Grade Placement	District Placement			
		5	3	4	5	6

The student knows:

- the history of our neighboring nations begins with the story of the Native American.
- with European exploration came changes, both good and bad, for native inhabitants.
- the future of our nation is closely related to the well-being of our neighboring nations.
- the United States and its neighbors are interdependent.
- that climate of a region is affected by location e.g. latitude coast lines, altitude , ocean currents.

The student is able to:

- identify and locate the North and South American continents, and the boundaries of the major nations.
- determine major land features.
- compare meridians and parallels on different map projections.
- locate place via longitude and latitude.
- recognize and identify differing points of view.

The student values:

- a global perspective regarding the location of the U.S. and its neighbors.
- positive relationships between the U.S. and its neighbors.

SMALL SCHOOLS PROJECT

SUBJECT: World Cultures

SPECIFIC AREA: Cultures and the Individual

Page	Suggested Grade Placement	District Placement			
	6	4	5	6	7

The student knows:

- all societies or social systems are logical and reasonable if examined in terms of their own beliefs, values and traditions.
- every society forms its own system of beliefs, values traditions, and skills that are called its culture.
- all people are confronted with the same psychological and physiological needs that must be met; but the way in which these needs are met differs according to the culture.
- the extensive and frequent contacts of persons of various cultures, made possible by modern transportation and communication, result in extensive cultural diffusion and cultural borrowing.

The student is able to:

- gather information from various sources.
- write a summary of main points.
- organize information about a topic of study.
- identify bias statements.

The student values:

- cultural differences among people.
- cultural similarities among people.

SMALL SCHOOLS PROJECT

SUBJECT: World Cultures

SPECIFIC AREA: Cultures and Historical Perspectives

Page	Suggested Grade Placement	District Placement			
	6	4	5	6	7

The student knows:

- a society's physical and social environment provides a framework for its history.
- perceptions of historical events are influenced by the experiences and cultures of the observer.
- traditions rooted in important institutions become strengthened where such institutions reinforce each other over long periods of time.

The student is able to:

- recognizes sequence and chronology in time-lines.
- make simple time-lines.
- generalize about human behavior through time.

The student values:

- historical information.

SMALL SCHOOLS PROJECT

SUBJECT: World Cultures

SPECIFIC AREA: Cultures and the Environment

Page	Suggested Grade Placement	District Placement			
	6	4	5	6	7

The student knows:

- geographic factors influence, to some extent, where and how people live and what they do.
- the choices made by people in adapting their environment depend on their values, economic wants, their technology and the physical factors of the area.
- the use and the value placed on resources is related to the level of development of the culture.

The student is able to:

- locate and identify geographic features as they relate to a topic of study.
- identify time zones on a map.
- estimate distances using a map.
- recognize various map symbols.
- use color, contour, and visual relief maps.
- compare and contrast regions of study on a map.
- compare natural features to cultural activities.

The student values:

- the nature and beauty of the earth.
- the prudent use of the earth's resources.

SMALL SCHOOLS PROJECT

SUBJECT: World Cultures SPECIFIC AREA: Cultures and Social Systems	Page	Suggested Grade Placement	District Placement			
		6	4	5	6	7
The student knows: . all societies of people have some form of social organization. . each society has its own values, ideas, and modes of behavior that distinguish it from other societies. . through the process of socialization people adjust, adapt, and learn approved ways of behaving in their society. . all members of a society are ranked into different levels of prestige and power. . all societies develop some social institutions which serve the the major functions and needs of society. . people find comfort in drawing together with other people in society that have similiar experiences, backgrounds, and status. . discrimination against some groups often occurs in societies.						
The student is able to: . locate information from a variety of sources. . write notes and use them to organize written or oral information. . evaluate sources of information. . identify assumptions and points of view. . identify bias. . distinguish fact from opinion.						
The student values: . individual differences. . cultural differences among groups. . qualities that enhance positive relationships, among people.						

SMALL SCHOOLS PROJECT

SUBJECT: World Cultures

SPECIFIC AREA: Cultures and Political Systems

	Page	Suggested Grade Placement	District Placement			
		6	4	5	6	7

The student knows:

- the decisions, laws, and policies that are made by society reflect values, beliefs, and traditions.
- every society sets up an authority or institution which we call government, to make binding decisions on all its members.
- internal social crisis may bring about revolution.
- revolutions, whether peaceful or violent, vary greatly in size, nature, and effect.

The student is able to:

- read maps to gather information about an area being studied.
- see relationships between physical and political features on a map.
- gather information from a variety of sources.
- identify techniques used to persuade or convince.
- compare and contrast political systems.
- read and construct simple charts, graphs, and cartoons.

The student values:

- the right of self-determination.
- the right of each person to participate in a political system.
- the right of people to choose ways to govern themselves.
- peaceful ways to resolve conflict.

SMALL SCHOOLS PROJECT

SUBJECT: World Cultures

SPECIFIC AREA: Cultures and Economic Systems

Page	Suggested Grade Placement	District Placement			
	6	4	5	6	7

The student knows:

- every society has some system for the production, distribution and consumption of goods and services.
- as a society becomes more complex, it also becomes more interdependent.
- when a society's wants and needs are greater than its available resources, a situation of relative scarcity exists.
- the technological development of a society influences the way of life.
- increased specialization in production and the development of working materials often leads to greater leisure time and freedom for people.

The student is able to:

- read and construct charts and graphs.
- use a decision making model.
- test generalizations against data.
- evaluate different points of view.
- organize information and ideas.
- proofread and revise.
- relate population and economics, population and land features.

The student values:

- culture differences among people.
- the right of people to make economic decisions.
- productivity (collective and individual) as a means of coping with scarcity.

SUBJECT: World Cultures

SPECIFIC AREA: Cultures and Belief Systems

	Page	Suggested Grade Placement	District Placement			
		6	4	5	6	7
The student knows: • beliefs are an important part of every society. • spiritual beliefs of societies are based on views of the supernatural and people's relation to it. • rituals in every society provide ways to express social group unity and reinforce ethical and spiritual controls. • people's beliefs may vary within a society and from culture to culture.						
The student is able to: • identify techniques used to persuade or convince. • identify assumptions. • compare and contrast information. • see relationships among ideas and events.						
The student values: • his/her own belief system. • the right of others to have their own belief system.						

SUBJECT: World Cultures

SPECIFIC AREA: Cultures and the Humanities

Page	Suggested Grade Placement	District Placement			
	6	4	5	6	7

The student knows:

- language is an integral part of culture.
- education of the young occurs in every society.
- people express their cultural beliefs through literature, drama, music, dance, art, and religion.

The student is able to:

- recognize content of different publications.
- use library skills to locate information.
- construct a bibliography.
- distinguish between relevant and irrelevant detail.
- locate and gather relevant information.
- identify common elements and relationships.
- evaluate using criteria

The student values:

- the exchange of ideas.
- the arts and humanities as expressed in his/her own culture and other cultures.

SMALL SCHOOLS PROJECT

SUBJECT: World Cultures

SPECIFIC AREA: Cultures and Change

Page	Suggested Grade Placement	District Placement			
	6	4	5	6	7

The student knows:

- change is continuous, inevitable, and variable.
- cultural changes occur in response to external and internal forces.
- different societies view change and the passage of time in different ways.
- although no society or social system is completely static, resistance to change and rate of change are affected by strong traditions.
- technological changes have a great impact on cultures--some positive, some negative.
- conflict is a part of every society.
- peaceful methods of conflict resolution are important for the preservation of societies and the world.
- the trend toward urbanization around the world has increased social problems.

The student is able to:

- select main ideas and supporting facts.
- identify bias.
- distinguish facts from value statements.
- identify assumptions.
- evaluate information using criteria.
- use many kinds of reference material.
- use a problem solving model.
- outline information.
- use notes to organize information
- give credit for quoted material.
- use map and globe skills to gather information about a topic.

The student values:

- the peaceful solution to problems.

SMALL SCHOOLS PROJECT

SUBJECT: World Geography

SPECIFIC AREA: Physical Environment

Page	Suggested Grade Placement	District Placement			
	7	6	7	8	9

The student knows:

- that human societies have adapted to and made use of the
- physical environment.
- the nature of the natural resources on which human life depends.
- how people and places are interrelated.
- that physical, cultural and economic factors influence the way land is used in agricultural areas.

The student is able to:

- identify the main features of the earth surfaces.
- name and locate places as they relate to a unit of study.
- construct and use maps, and be able to employ them in geographical work.
- use graphs, climographs, and other visual means of geographical data.

The student values:

- the earth as a unified whole.
- the earth's natural resources.

SMALL SCHOOLS PROJECT

SUBJECT: World Geography

SPECIFIC AREA: Cultural Environment

	Page	Suggested Grade Placement	District Placement			
		7	6	7	8	9
The student knows: • some of the differences between human societies and their social and economic causes and consequences. • that physical environment affects population movements and distribution. • common traits in a cultural heritage can be used to distinguish a cultural region. • social needs upon which human life depends.						
The student is able to: • explain relationships between climate, soil, vegetation, and production. • identify cause and effect relationships. • summarize information. • analyze relationships. • locate information related to a topic. • organize information.						
The student values: • the interdependence of people. • the importance of land-use decisions. • the social needs of humans.						

SMALL SCHOOLS PROJECT

SUBJECT: World Geography

SPECIFIC AREA: Economic Environment

Page	Suggested Grade Placement	District Placement			
	7	6	7	8	9

The student knows:

- basic economic principles, especially how various people of the world satisfy needs and wants.
- nature and location of industry depends on raw materials, labor and markets.
- that agriculture production depends on physical conditions cultural preference and availability of land, and capital.

The student is able to:

- explain relationships between surface features, climates, land use, political boundaries, and transportation.
- identify cause/effect relationships as related to basic economic principles.
- summarize information.
- analyze information.
- take notes.
- organize information.
- skim materials to collect information.
- write reports.

The student values:

- the interdependence of resources.
- the prudent use of resources.
- the social needs of humans.

SMALL SCHOOLS PROJECT

SUBJECT: World Geography

SPECIFIC AREA: Urban Geography

Page	Suggested Grade Placement	District Placement			
	7	6	7	8	9

The student knows:

- site features and locational factors influence city growth.
- that there are relationships between urban features and social and economic characteristics of the population.
- the role of cities as centers of human activity.

The student is able to:

- compare and contrast urban centers.
- interpret aerial photographs and maps.
- hypothesize about relationships between urban features and social and economics characteristics of the population.
- summarize information from a map.
- organize information from a variety of sources.
- write a report.

The student values:

- the contributions that can be made by a city to a region and nation.

SMALL SCHOOLS PROJECT

SUBJECT: Social Studies

SPECIFIC AREA: American History

	Page	Suggested Grade Placement	District Placement			
		8	6	7	8	9

The student knows:

I. SETTLING THE AMERICAS
- that North America was at first the home of the American Indians, who lived as many diverse cultures.
- that North America was explored by several European countries and permanent settlements were established.
- why settlement occurred.

II. CREATING A REPUBLIC
- knows the values and beliefs that influenced American colonists.
- that the British Colonies achieved independence and established a government founded on democratic principles.
- the formation and structure of the Constitution.

III. BUILDING THE NEW NATION
- the major problems that confronted the new Republic in its early years.
- the growth and development of the nation and the impact of the nation and the impact of the westward movement on the people who settled the frontier.

IV. A NATION TORN APART
- the major causes and events of the Civil War period.
- the various methods employed to restore the South to the Union during reconstruction.

V. ENTERING A MODERN AGE
- democracy took a new focus toward women, minorities and various social classes.
- the influence that the industrialization and urbanization of the United States had on the development of the nation.
- the development of various reform movements throughout our country's history.
- the rapid change in social, economic and political conditions in the twentieth century.

VI. AMERICA AS A WORLD POWER
- the causes, events and results of the two world wars.
- the United States development as a world power.
- the highlights of the domestic scene during the 1920's and 1930's.

SMALL SCHOOLS PROJECT

SUBJECT: Social Studies

SPECIFIC AREA: American History

	Page	Suggested Grade Placement	District Placement			
		8	6	7	8	9
VII. AMERICA AND THE WORLD TODAY						
• the history and contributions of minorities and women within our pluralistic society.						
• the major issues challenging our nation in the future.						
• that Americans have been influential in bringing about change in other parts of the world.						
VIII. PROMISE OF THE FUTURE						
• that our society will continually face the challenge of making America a better place to live.						
The student is able to:						
• identify and locate the states and major cities in the United States.						
• identify the main geographic features of the United States.						
• read and interpret graphic and visual aids.						
• use data to make inferences about historical events.						
• interpret historical documents.						
• identify and evaluate points of view.						
• place important events into chronological perspective.						
• participate in a representative democracy within the classroom environment.						
• make simple outlines and summaries.						
• write a short (3-5 page) report.						
The student values:						
• the study of American History.						
• the feelings of loyalty, pride and responsibility in our country.						
• our environment and the proper utilization of out nation's natural resources.						
• the rights and responsibilities which American citizens enjoy.						
• the opportunity of the individual to pursue a better future for our society.						
• the diversity and the similarities that exist among the peoples of the United States.						
• the spirit demonstrated by Americans throughout history.						

SMALL SCHOOLS PROJECT

SUBJECT: Social Studies

SPECIFIC AREA: Washington State History & Government

Page	Suggested Grade Placement	District Placement			
	9	8	9	10	11

The student knows:

I. THE PHYSICAL REALM
- that the climate of Washington is affected by the latitude, ocean, mountains and the prevailing winds.
- the major natural resources of the state.
- the major natural geographic regions and can explain the forces of nature that created them.
- how the environment has affected people's use of the state both in the past and present.
- the economic activities related to the five geographic regions.

II. EARLY HISTORICAL ERA
- that the Native Americans who lived in Washington had a wide variety of cultural patterns.
- that individuals and companies from America and other nations helped to explore, settle and develop Washington.
- some of the major explorers, fur traders, miners and missionaries of Washington State.
- several reasons why settlers came into the region.

III. PROTECTING RIGHTS AND MAKING LAWS
- the needs that a society has for a form of government.
- that conflicts arose among diverse cultural groups because they did not understand each other's culture.
- the development of how the Washington Territory became Washington State.
- the importance of the railroads to the statehood movement.
- realize the struggle minority groups and women had in the pursuit of legal equality.

IV. THE MODERN ERA
- the primary political developments of the 20th century.
- that major industries have had an effect upon population density and the environment.
- the past and present societal problems encountered by minority groups.
- the present make up of the State in terms of population, transportation, economic activity, and career prospects.

SUBJECT: Social Studies

SPECIFIC AREA: Washington State History & Government (Secondary)

	Page	Suggested Grade Placement	District Placement			
		9	8	9	10	11
V. GOVERNMENT TODAY • how the various levels of government that operate in the state are organized, what services they provide, and how citizens can participate in government. • some of the current problems of local, county and state government. • the obligations and responsibilities of citizenship. • the structure of Washington State government. • the major elective office of the State of Washington.						
The student is able to: • identify and locate the major cities in the State of Washington. • identify the five natural geographic regions of Washington on a map. • make a brief (5 minutes) oral presentation. • read, understand and interpret charts, graphs, cartoons. • select and use appropriate sources of information. • determine distance on a map using a mileage scale. • read and interpet symbols on a map. • pronounce and spell correctly important state institutions and localities. • take notes from audio-visual materials.						
The student values: • the state and region by showing an interest and pride in them. • our state's environment and natural beauty. • the many contributions different cultural groups have made to our state's development. • learning about their local history. • the opportunity of a better future for our region. • the active involvement and participation of individuals in political and economic affairs.						

SUBJECT: World History

SPECIFIC AREA: The Ancient World

Page	Suggested Grade Placement	District Placement			
	10	9	10	11	12

The student knows:

- there were many cradles of civilization in the Middle East, Far East and Far West (Latin America).
- cultural and technological innovations emerged in the form of responses to the environmental influence.
- religion influenced the development of ancient civilization.
- political systems in the ancient civilizations were mostly autocratic, but they also gave birth to democracy.
- we owe a lot to the ancient civilizations for their cultural contributions to art, architecture, literature and music.
- the place of various groups in ancient society e.g. women, children, slaves, socio-economic class.

The student is able to:

- locate on a map the various cradles of civilization.
- identify the geographic factors that contributed to the development of the various civilizations.
- develop time lines to show and compare the periods during which the various ancient civilizations thrived.
- list the characteristics of an autocratic system of government.
- compare and contrast the basic tenents of Judaism, Christianity and Islam.
- compare and contrast the basic tenents of Eastern religions, like Buddism and the Judeo-Christian beliefs.

The student values:

- our inheritance from the ancient world.
- ideas of early civilizations.

SUBJECT: World History

SPECIFIC AREA: Medieval World

Page	Suggested Grade Placement	District Placement			
	10	9	10	11	12

The student knows:

- the Medieval period was dominated by the church.
- politics during the Medieval period were characterized by feudalism.
- economically, the Medieval period was relying on primitive agricultural systems.
- during the Medieval period of Europe important civilizations thrived in the Far East, the Byzantine, the Moslem World and Africa.
- Judaism, Christianity and Islam were in competition during the Medieval period.

The student is able to:

- make a diagram to show the structual organization of the feudal system of government.
- compare the feudal system of government with our present system of government.
- identify on a map the areas influenced by the Western Church, the Eastern Church and Islam.

The student values:

- advances in technology to meet human needs.
- role of different religious philosophies in society.

SMALL SCHOOLS PROJECT

SUBJECT: World History

SPECIFIC AREA: The Transition Period

	Page	Suggested Grade Placement	District Placement			
		10	9	10	11	12

The student knows:

- renaissance meant an acceleration of cultural and scientific growth.
- the monopolistic position of the church was broken during the period of renaissance.
- the growth of trade and commerce impacted society in many ways.
- the new world was discovered during this period.
- the role various individuals played in the reformation.
- the reformation was caused by many factors and had widespread impact.

The student is able to:

- on a time line, show the specific times or periods of cultural and scientific achievements during renaissance.
- on a map or globe, mark the voyages of the various explorers.
- examine Luther's theses and identify his differences with the Catholic Church of his period.
- critically analyze the views of various religious leaders of the period.

The student values:

- the role of new ideas im improving society.
- the desire for exploration of new ideas and phenomenas.
- freedom of religion and though for the individual.

SMALL SCHOOLS PROJECT

SUBJECT: World History

SPECIFIC AREA: The Modern World

Page	Suggested Grade Placement	District Placement			
	10	9	10	11	12

The student knows:

- a number of revolutions gave shape to the modern world e.g. Glorious Revolution, American Revolution, the French Revolution, the Russian Revolution.
- the Agricultural and Industrial Revolutions gave rise to mass production and new political and economic theories.
- scientific methods and developments have an impact on the lives of the people.
- the primary motivations for imperialist expansion and their impact on various parts of the world.
- the rise of nationalism led to a number of movements.
- throughout the world e.g. unification of Germany, independence in Africa.
- the world is interdependent e.g. energy, food.
- there are forces which unite and forces which divide the world, e.g. militarism, energy, religion, languages and political ideologies.

The student is able to:

- make and compare the lists of internal social problems that caused the various major revolutions.
- on a map show the spread of the various colonial powers during the 19th century.
- compare a world map of the 19th century with a contemporary world map to show the decline of the colonial powers and the rise of the various modern nations.
- design a map to show the sources of energy and the world's dependence on these sources.
- identify at least one way in which the world is divided and and show it on a map.
- identify at at least one way various parts of the world are united and show it on a map.
- trace the changing roles of various groups of people throughout history.

The student values:

- world peace.
- world cooperation.
- systems of government that promote human rights.
- global approaches to human problems.

SMALL SCHOOLS PROJECT

SUBJECT: Social Studies

SPECIFIC AREA: United States History & Government I & II
(11th grade)

	Page	Suggested Grade Placement	District Placement			
		11	9	10	11	12

The student knows:

I. COLONIAL AMERICA
- that North America was at first the home of the American Indians, who lived as many diverse cultures.
- how the 15th century developments led to the European settlement of the Americas.
- how the 13 English colonies developed economically, socially, politically and regionally.

II. REVOLUTIONARY AMERICA
- the process by which the American colonies became disatisfied with British rule and gained their independence.
- the process by which the constitution developed, how it is designed to function and how it was written as an expandable document.

III. AN EMERGING UNITED STATES
- the forces which indicated a stronger national spirit in the early 1800's.
- the reasons for American involvment in European quarrels through the Napoleonic era.
- the development of the various frontiers in the west.

IV. CONFLICT AND REUNION
- the causes for the growth of sectionalism and its affect on the nation.
- the importance of the Civil War, its origins, objectives, impact and outcomes.
- the various attempts at reconstruction, and the return of local control.

V. A CHANGING AMERICA
- the rise of industrial capitalism and its economic, political and social consequences.
- the development of federal policies toward Native Americans and how this policy was influenced by local pressures.
- the importance and growth of immigration throughout our history.

SMALL SCHOOLS PROJECT

SUBJECT: Social Studies

SPECIFIC AREA: United States History & Government I & II
(11th grade)

Page	Suggested Grade Placement	District Placement			
	11	9	10	11	12

V. A CHANGING AMERICA (continued)
- the problems of farmers at the turn of the century and the solutions suggested by the Populist movement.
- how and why labor unions developed during this time period.

VI. PROGRESSIVE AMERICA
- the major leaders and programs of the Progressives.
- the pros and cons of America's involvement in international affairs prior to World War I.
- major events of World War I.
- America's involvment in World War I and its short and long range impact on Europe and America.
- the social, economical and political aspects of the 1920's.

VII. U.S. IN A CHANGING WORLD
- the causes of the Great Depression and how the New Deal attempted to deal with them.
- America's involvment in an results of World War II.
- how the Cold War developed and can list several areas of confrontation in the 1945-53 period.
- the developments in the post war labor movements and the role played by labor in modern society.
- the major political and social developments which affected our nation in the Truman and Eisenhower terms.
- the origins, aims and impact of the major reform movements of the post World War II period.
- the major contributions and problems of the Kennedy, Johnson, Nixon, Ford and Carter administrations.
- the major technological changes and their impact on our society.
- the Vietnam controversy and its effects in altering the U.S. international role.

VIII. FACING THE FUTURE
- the primary current issues confronting our nation.
- the dynamics of a pluralistic society.

SMALL SCHOOLS PROJECT

SUBJECT: Social Studies

SPECIFIC AREA: United States History & Government I & II
(11th grade)

Page	Suggested Grade Placement	District Placement			
	11	9	10	11	12

The student is able to:

- write an analytical essay.
- draw generalizations from tables, graphs and cartoons.
- assess the reliability of sources.
- differentiate between primary and secondary sources of information.
- evaluate current issues in historical perspective.
- understand and use the language of the social scientist.
- assume individual responsibility and work cooperatively within a group.
- recognize, define and analyze a problem.
- gather, organize and interpret data using a variety of sources.
- organize thoughts on an important issue and state his/her opinions through the medium of debate.
- interpret historical events from the perspective of multiple causation.
- write a term paper. (approximately 10 pages).

The student values:

- the democratic heritage of his/her country.
- the responsibilities and obligations of an informed citizenry.
- the rights, dignity and worth of all individuals.
- the nature of our pluralistic society.
- our natural environment and the proper utilization of our nation's natural and human resources.
- the contributions that various ethnic groups have made to our nation.
- social studies as a basis for lifelong learning.
- America's natural beauty.

SMALL SCHOOLS PROJECT

SUBJECT: Social Studies

SPECIFIC AREA: Contemporary World Problems

Page	Suggested Grade Placement	District Placement			

The student knows:

- the major national problems of our times.
- the major international problems of our times.
- ways that international world problems effect our daily lives.
- areas of interdependence among nations of the world.
- how a nation's historical, economic and social traditions affect its foreign policy objectives.
- the geography of the current world.
- the impact of change in a contemporary society.

The student is able to:

- maintain an understanding of daily world news.
- apply a background knowledge of contemporary history in analyzing daily world news.
- read newspapers and periodicals and watch TV news programs with an analytical mind.
- synthesize information and draw generalizations.
- examine problem from a variety of perspectives.
- identify and evaluate different points of view.
  locate information from numerous resources.
- write a short research paper including elements such as footnotes and bibliography.
- communicate ideas in a variety of ways.
- demonstrate decision making and problem solving skills.
- defend with logic and persuasion decisions once student has reached decision.
- follow a systematic process to resolve a problem.
- explain multiple causation.
- locate major geographic and political regions of the world.

The student values:

- his/her citizenship role in the state, nation and world communities.
- the natural environment and the proper utilization of the world's natural and human resources.
- the richness and variety of the world's cultural groups.
- humankind's ability to seek rational solutions to the world's complex problems.
- confidence in their individual decision making ability.

SMALL SCHOOLS PROJECT

SUBJECT: Social Studies

SPECIFIC AREA: Psychology

Page	Suggested Grade Placement	District Placement			
	12	9	10	11	12

The student knows:

- the tentative nature of psychological theories and methods.
- the different schools of psychology, both early and current.
- psychological terminology.
- effective and ineffective thinking patterns.
- the basic scientific methods of psychological inquiry.
- the rise of studies of animal behavior as well as human behavior by psychologists.

The student is able to:

- demonstrate a realistic understanding and acceptance of himself/herself.
- accept other people working towards mutual respect and improved interpersonal relations.
- understand the basic scientific knowledge available which will be of use for understanding the complex areas of personality, learning, emotions and perception.
- discuss supplementary reading materials dealing with selected areas of the course.
- discuss the various careers related to psychology.
- discuss the differences between learned and non-learned behavior.
- discuss the prominent theories of human perception and motivation.
- enumerate the names and ideas of some of the major theories of development.
- differentiate scientific and pseudo-scientific methods of studying.
- identify leading contributors to literature relating theory and findings of psychology to 20th century crises.

The student values:

- human diversity

SMALL SCHOOLS PROJECT

SUBJECT: Social Studies

SPECIFIC AREA: Sociology

Page	Suggested Grade Placement	District Placement			
	12	9	10	11	12

The student knows:

- examples of questions/issues raised or researched by sociologists.
- the terms role, norms and social control.
- that sociology provides tools and knowledge to understand and affect work behavior and attitudes.

The student is able to:

- analyze the multiple causes of social problems.
- identify a primary group.
- differentiate factors of sociology from other types of knowledge about human situations and problems.
- explain the early and modern school theories in the development of sociological thought, methods or findings.
- describe the effect of position in a class structure.
- describe the structure of socially organized units.
- explain theories used to explain criminal behavior.
- identify the effects of urbanization.
- describe problems confronted by urban communities.
- question the attitudes and values of individuals and groups in our society.
- discuss the role of the family in society and its future needs and concerns.
- describe the effect of racial discrimination, scapegoating and name calling on social interaction.
- changing trends of the family structure.
- understand the causes and effects of collective behavior.

The student values:

- role of the family.
- effective social norms.
- effects of social institutions.

SMALL SCHOOLS PROJECT

SUBJECT: Social Studies

SPECIFIC AREA: Economics

Page	Suggested Grade Placement	District Placement			
	12	9	10	11	12

The student knows:

- that every choice incurs opportunity costs.
- some of the costs and benefits of international trade.
- the impact of government policy on the national economy.

The student is able to:

- explain how scarcity affects economic decision-making.
- identify and appraise recurring economic problems in the marketplace.
- analyze past economic trends through a personal perspective.
- describe the market system used in the United States.
- identify and weigh conflicting values in economic decision-making.
- review present economic trends through a personal perspective.
- list the basic economic tools used to stablize the economy.
- describe and evaluate actions which can be taken by labor, management and government in solving economic problems.
- analyze costs and benefits of government activities in the market system.
- explain how trade restraints affect the flow of international trade.
- explain how money values are influenced by supply and demand factors.
- apply basic economic analysis to current economic situations.

The student values:

- the opportunity to make individual and group economic decisions within our system.